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Spons Agency-National Inst. of Education (ED), Washington, DC.
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EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-*Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
Identifiers-*Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

ED222627 CE030952

Methodology and Principles for Applying Section 11 of the Canadian Human Rights Act = Methodologie et principes d'application de l'article 11 de la Loi canadienne sur les droits de la personne.

Canadian Human Rights Commission, Ottawa (Ontario).
Pub Date [Jan 80]
Note-38p.; For related documents, see CE 030 953-955; French version begins on p. 20.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Civil Rights; *Civil Rights Legislation; *Compliance (Legal); Evaluation; Federal Legislation; Personnel Policy; *Salaries; *Salary Wage Differentials; Sex Discrimination; *Sex Fairness; Wages
Identifiers-Canada; *Canadian Human Rights Act; Job Evaluation

The purpose of this paper is to help employers, employee groups, and others understand the concept of equal pay by explaining the intentions of section 11 of the Canadian Human Rights Act and the Canadian Human Rights Commission's approach to its application. It can be used as a reference by those responsible for developing pay systems or assessing systems already being used by employers to ensure compliance. The first two sections of the paper consider the background to the concept of "equal pay for equal work" and the Commission's statutory responsibility. A general description of job evaluation is then presented. Section 4 provides an example of a point factor system of job evaluation and the kind of bias that can be built in, while section 5 discusses ways to find bias in systems and to decrease risks of inequities. The final section focuses on the basic procedure for investigation and conciliation of complaints relating to Section 11 of the Act. (A French language version of the material is provided.) (YLB)

ED222628 CE030953

The Canadian Human Rights Act. Physical Handicap and Employment = Loi canadienne sur les droits de la personne. Le handicap physique et l'emploi.

Canadian Human Rights Commission, Ottawa (Ontario).
Report No-ISBN-0-662-51603-6
Pub Date Oct 81
Note-21p.; For related documents, see CE 030 953-955; French version begins on p. 12.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Civil Rights; *Civil Rights Legislation; *Compliance (Legal); *Employment Practices; *Equal Opportunities (Jobs); Federal Legislation; *Personnel Policy; *Physical Disabilities
Identifiers-Canada; *Canadian Human Rights Act

This booklet presents administrative criteria for implementation of the Canadian Human Rights Act to be used by the Canadian Human Rights Commission to evaluate employment decisions affecting physically handicapped individuals. They are of value to employers who need to know how the Commission will analyze employer arguments that they have not discriminated against a handicapped person. The terms "reasonable accommodation" and "bona fide" as used in the Act are first defined. A number of basic principles agreed on by the Commission are then listed that apply to any employment decision made with respect to a physically handicapped person. These are in regard to equal treatment; testing; individuals, not categories; no stricter test; presumption of ability; and relevance of handicap. Criteria are set forth for determining whether employment decisions are discriminatory on the ground of physical handicap. A final section summarizes provisions of the Act regarding physical handicap. A list of Canadian Human Rights Commission offices is appended. (A French language version of the material is provided.) (YLB)

ED222629

CE030954

The Canadian Human Rights Act. Employer Guide = Loi canadienne sur les droits de la personne. Guide pour employeurs.

Canadian Human Rights Commission, Ottawa (Ontario).
Report No-ISBN-0-662-51417-3
Pub Date Jun 81
Note-73p.; For related documents, see CE 030 952-955; French version begins on p. 35.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Affirmative Action; Civil Rights; *Civil Rights Legislation; *Compliance (Legal); Employment Interviews; *Employment Practices; *Equal Opportunities (Jobs); Federal Legislation; Personnel Policy; Physical Disabilities; Racial Discrimination; Recruitment; Sex Discrimination
Identifiers-Canada; *Canadian Human Rights Act

The purpose of this brochure is to inform employers and their management personnel about the existence, requirements, and effects of the Canadian Human Rights Act. Section 1 is an introduction to the Act. Section 2 focuses on preventive action by employers to eliminate discrimination. Special programs/affirmative action undertaken by employers to eliminate systemic discrimination and ensure compliance with the Act are discussed in the third section. Section 4 recommends criteria for nondiscriminatory employment practices, especially regarding recruiting and interviewing information. In section 5 the employers' role in the complaint procedure is considered. The final section of the brochure deals with equal pay for work of equal value and describes the role of the Canadian Human Rights Commission. A list of Canadian Human Rights Commission offices is appended. (A French language version of the material is provided. A Recruitment and Interview Guide for employers is also inserted. It covers information traditionally requested by employers and tells whether or not it is nondiscriminatory.) (YLB)

ED222630 CE030955

Special Programs in Employment: Criteria for Compliance = Programmes speciaux en matiere d'emploi: Criteres de mise en application.

Canadian Human Rights Commission, Ottawa (Ontario).
Report No-ISBN-0-662-51390-8
Pub Date May 81
Note-49p.; For related documents, see CE 030 952-954; French version begins on p. 26.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Affirmative Action; *Civil Rights Legislation; *Compliance (Legal); *Employment Practices; Employment Programs; *Equal Opportunities (Jobs); Federal Legislation; Needs Assessment; Personnel Policy; Physical Disabilities; Racial Discrimination; Sex Discrimination
Identifiers-Canada; *Canadian Human Rights Act

The purpose of this publication is to clarify the Canadian Human Rights Commission-approved criteria for special employment programs to eliminate systemic discrimination and to ensure compliance with the Canadian Human Rights Act. The basic principle of the Act is set forth: those sections of the Act that specify discriminatory practices are quoted, and the mandate of the Commission regarding special programs is discussed. In the next four sections, focus is on development of special programs in employment. Topics covered include criteria for special programs, identification of needs (problem areas within the organization in which its labor force is unrepresentative), determination of the relationship between the composition of its existing labor force and elements of its employment system (organizational policies, procedures, and practices), and three essential elements of a special program that will improve opportunities through contributing to a representative labor force (objectives, implementation, and results). An appendix provides four examples of special programs that describe the employer, situation, organizational assessment, and the special program (objective and activites). (A French language version of the material is provided.) (YLB)

ED222631 CE032022

Maley, Donald, Ed.; Starkweather, Kendall N., Ed.

The Contributions of Industrial Arts to Selected Areas of Education. 31st Yearbook, 1982.

American Council on Industrial Arts Teacher Education, Washington, D.C.
Pub Date 82
Note-272p.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Academic Education; Career Education; Consumer Education; Decision Making; Disabilities; Disadvantaged; Economics Education; *Educational Benefits; Elementary Secondary Education; Gifted; *Individual Development; *Industrial Arts; Language Arts; Literature Reviews; *Outcomes of Education; Program Effectiveness; Reading Improvement; *Vocational Education; Yearbooks

This yearbook consists of 14 articles dealing with the contributions of industrial arts to selected areas of education. Included among the articles presented are the following: "Industrial Arts and Its Contribution to the Education of the Elementary School Child," by Michael J. Williams; "Industrial Arts and Its Contribution in Assisting the Student with Developmental Tasks," by Donald Maley; "Industrial Arts and Its Contribution to the Education of the Gifted," by G. Eugene Martin; "Industrial Arts and Its Contribution to the Education of the Disadvantaged," by Merrill M. Oaks and Muriel K. Oaks; "Industrial Arts and Its Contribution to the Education of the Handicapped," by Michael Bender; "Industrial Arts and Its Contribution to Career Education," by Donald F. Smith; "Industrial Arts and Its Contribution to Vocational Education," by Nevin R. Frantz, Jr.; "Industrial Arts and Its Contribution to the Guidance of Youth," by Walter S. Mietus; "Industrial Arts and Its Contribution to the Improvement of Reading," by Frank Walton; "Industrial Arts and Its Contribution in Assisting the Student in Language Arts Development," by Perry R. Genmill; "Industrial Arts and Its Contribution to Economic Education" by R. Thomas Wright; and "Industrial Arts and Its Contribution to Consumer Education," by Rollin Williams, III. (MN)

ED222632 CE032148

Public Response on Continuing Education: Working Paper.

Ontario Dept. of Education, Toronto.; Ontario Ministry of Colleges and Universities, Toronto.
Pub Date Dec 81
Note-82p.; For a related document, see ED 204 486.
Available from-Ministry of Education, 15th Floor, Mowat Block, Queen's Park, Toronto, Ontario M7A 1L2.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Access to Education; *Adult Basic Education; Adult Educators; Agency Cooperation; *Continuing Education; *Coordination; Counseling Services; Data Analysis; *Educational Cooperation; Educational Finance; Educational Legislation; Educational Philosophy; Educational Research; Government School Relationship; Information Dissemination; Information Services; *Public Opinion; Research Needs; Teacher Education
Identifiers-*Ontario

This report presents results of a task force analysis and synthesis of responses from the field regarding the discussion paper, Continuing Education: The Third System. It consists of seven components from which the task force analyzed responses. Within each of these sections, the analysis outlines points of consensus; points of controversy; and points of differences between school boards, colleges, and universities. The seven categories are definition and philosophy, adult basic education, coordination (local and provincial coordination and the roles of institutions), infrastructure (training of adult educators, provision of counseling and information services, information for future planning, and research), access to continuing education (TV Ontario, correspondence education, and distance education), legislation and funding, and francophone response. A list of points raised by respondents and not covered elsewhere in the report is also provided. Appendixes, amounting to approximately one-half of the report, include a distribution list of the discussion paper; a list of respondents; a review of selected literature relating to continuing education, entitled "Historical and Developmental Trends in Continuing Education"; and a copy of the response form. (YLB)

ED222633 CE032772

Adult Education in Asia and the Pacific.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Pub Date Jan 82
Note-301p.
Available from-UNIPUB, 1180 Avenue of the Americas, New York, NY 10036.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Basic Education; *Adult Education; Adult Literacy; *Adult Programs; Adult Vocational Education; Basic Skills; Community Education; Continuing Education; Developing Nations; Economic Development; Functional Literacy; Labor Education; *Literacy Education; *Nonformal Education; Program Development; Retraining; Rural Development; Social Development
Identifiers-*Asia; *Pacific Region; Urban Development

This issue reproduces articles adapted from country reports presented to a Regional Seminar on Adult Education and Development in Asia and Oceania, Bangkok, November 1980. A summary of adult and nonformal education in the region forms section 1. Highlights of the country articles in section 2 include Afghanistan--national literacy campaign; Australia--New South Wales programs, adult education associations, and management education for farmers; Bangladesh--evaluation of the national literacy effort, adult primers; Burma--national literacy campaign; China--nonformal education; India--national rural functional literacy project; Indonesia--community education (Penmas); Lao People's Democratic Republic--literacy, complementary education; Malaysia--nonformal education; Nepal--literacy; New Zealand--Maori continuing education, broadcasting, adult reading assistance; Pakistan--education in rural development, integrated functional education; Philippines--accreditation and equivalency, nonformal education; Republic of Korea--Saemaul (New Village) education; Singapore--continuing education, retraining; Socialist Republic of Viet Nam--literacy, complementary education; Sri Lanka--curriculum reform, adult education centers; Thailand--functional literacy and family planning project; and Fiji--rural youth movement, local resource centers. Articles on Japan and Hong Kong also appear. Three special articles on adult education and rural development, industrial/urban development, and workers' education form section 3. Section 4 is a 33-page bibliographical supplement. (YLB)

Wilde, Gerald J. S.; Ackersviller, Melody J.

Accident Journalism and Traffic Safety Education: A Three-Phase Investigation of Accident Reporting in the Canadian Daily Press.

Spons Agency-Ministry of Transport, Ottawa (Ontario). Traffic Safety Branch.
Pub Date 81
Note-86p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Accident Prevention; Adult Education; Foreign Countries; Journalism; *Newspapers; *News Reporting; *News Writing; Research; *Safety Education; *Traffic Accidents; *Traffic Safety
Identifiers-Canada; Ontario; Quebec

A study examined the potential for development of a traffic accident-reporting form in the Canadian daily press that strengthens concern for road safety in the general population and enhances knowledge, attitudes, and behavior leading to greater safety. The investigation was conducted on three levels: a content analysis, a readership analysis, and a field experiment of a modified accident-reporting style. First, 12 daily newspapers in Ontario and Quebec were investigated on the manner in which they reported on traffic accidents. Very small percentages of accidents that actually occurred with little information on causes were found to be reported. Secondly, telephone interviews with 392 holders of valid driver's licenses in Kingston, Ontario, yielded data on motivations and reactions to the reading of traffic accident reports in the daily paper. Thirdly, a prototype of a more educational accident journalism was developed and implemented by the daily newspaper in Kingston; Belleville served as control. After 8 weeks structured telephone interviews with approximately 1200 licensed drivers showed significant changes in people's opinions of accident reporting, in their perceptions of the magnitude of the accident problem and traffic accident risks, and in the attribution of accident causes. (YLB)

ED222635 CE032936

Daniel, John S., Ed.; And Others

Learning at a Distance: A World Perspective.

Athabasca Univ., Edmonton (Alberta).; International Council for Correspondence Education.

Report No-ISBN-0-919737-00-5

Pub Date 82

Note-343p.; Proceedings of the World Conference of the International Council for Correspondence Education (12th, Vancouver, BC, June 9-15, 1982).

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Academic Achievement; Adult Education; Ancillary School Services; *Audiovisual Communications; *Computer Assisted Instruction;

Continuing Education; *Correspondence Study; *Developing Nations; Economic Development; Educational Development; Educational Media; Educational Research; Elementary Secondary Education; Learning Processes; Mass Media; Nontraditional Education; Policy Formation; Program Administration; Social Development; *Student Motivation; *Telecommunications

Identifiers-*Distance Education

This book, the basic document of the 1982 Vancouver world conference on "Learning at a Distance," describes the state of the art of distance education in the early 1980s. It includes papers on or abstracts from over 120 authors representing some 25 countries. The 118 papers are divided into seven sections. In each section the first paper is an introduction to the topic. The 10 articles in section 1 highlight important international trends. Section 2 (16 papers) focuses on the contribution of distance learning to national development. The 18 papers in section 3 discuss recent research and developments in distance learning. The 13 papers in section 4 deal with the difficult relationship between the mass-produced learning package and the diverse student base. Methods of encouraging student achievement through improved quality of contact with the institution are examined. Section 5 (22 papers) looks at the processes of policy making and management. The 19 papers in section 6 describe approaches needed to provide instruction in topics varying from music to affective relationships. Section 7 (20 papers) focuses on contributions of communications media and computer technology. Appendixes include a glossary, bibliography, notes on contributors, and author and subject indexes. (YLB)

ED222636 CE032937

Vocational and Technical Education: Development of Curricula, Instructional Materials, Physical Facilities and Teacher Training with Focus on Electrical and Electronic Subjects. Asian Programme of Educational Innovation for Development. Report of a Technical Working Group Meeting (Adelaide, Australia, October 6-18, 1980).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Pub Date 81

Note-104p.; For related document, see ED 208 134.

Available from-UNIPUB, 1180 Avenue of the Americas, New York, NY 10036.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Curriculum Development; Educational Facilities; Educational Innovation; *Electricity; *Electronics; Guidelines; Instructional Materials; *Material Development; Nonformal Education; Postsecondary Education; Secondary Education; *Teacher Education; Technical Education; Vocational Education

Identifiers-*Asia; Asian Programme of Educ Innovation for Development; *Pacific Region

This report contains summaries and syntheses of materials from the Technical Working Group Meeting for curriculum planning and instructional materials design for vocational and technical education. Chapter 1 gives an overview of the objectives and procedures of the meeting and lists the participants. In chapter 2 are presented summaries of the participants' analytical papers regarding existing methodologies and approaches in curriculum planning, development of instructional materials and facilities, and teacher training in the field of electrical and electronics subjects and in the relevant parts of the science curriculum for general education courses. These countries are represented: Australia, Bangladesh, India, Indonesia, Japan, Malaysia, Papua New Guinea, Philippines, Republic of Korea, Sri Lanka, and Thailand. Chapter 3 synthesizes the country experiences under these headings: general education, vocational and technical education, formal and nonformal education, curriculum planning, instructional materials, physical facilities, teacher training, problems and strategies for solving them, innovations, and future plans. Chapter 4 provides guidelines for development of curriculum, instructional materials and physical facilities, and teacher training. Conclusions and recommendations for future regional cooperative action are given in chapter 5. Appendixes include a summary of participant experience from visits, inaugural and closing addresses, and other materials from the meeting. (YLB)

ED222637 CE033327

Lovelace, Terry

Improving the Quality of Research among the Aged.

Pub Date [82]

Note-10p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Data Collection; Evaluation Methods; *Gerontology; Older Adults; *Research Design; *Research Methodology; *Research Problems

Age is often ranked as a significant variable in research studies concerned with the measurement of intellectual and linguistic capacities, including reading. In fact, age is often cited as the cause of a decline in performance on such tasks. However, determining the social, psycho-social, and physiological status of subjects and applying appropriate statistical analyses may result in chronological age becoming only an artifact in gerontological research, rather than the determining factor. The significant factor in the comparison of subjects of differing ages may be loss of visual or auditory acuity or discrimination or lack of motivation, and not age per se. Establishing rapport with elderly subjects and explaining the purpose of the studies to them should result in more valid testing and measurement. It is hoped that attention to these factors will increase the credibility of future gerontological research. (KC)

ED222638 CE033333

Luttrell, Wendy

Building Multi-Cultural Awareness--A Teaching Approach for Learner Centered Education.

Lutheran Social Mission Society, Philadelphia, PA. Lutheran Settlement House.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.

Pub Date 82

Note-92p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adult Basic Education; *Adult Education; Adult Literacy; *Adult Programs; Blacks; Curriculum Development; Displaced Homemakers; Females; Guidelines; Hispanic Americans; Inservice Teacher Education; Instructional Materials; Leaders Guides; Literacy Education; Mothers; *Multicultural Education; One Parent Family; Postsecondary Education; Program Effectiveness; *Reading Instruction; *Womens Education; Workshops

Identifiers-310 Project; *Lutheran Settlement House PA

The Lutheran Settlement House Women's Program has offered many different avenues of personal exploration for more than 5,000 women in its Philadelphia neighborhood for 6 years. The women's program components include adult basic education classes, self-development workshops, a community-based degree-oriented college program, a bilingual crisis hotline for abused women and children, employment counseling and job readiness training, personal counseling, and free childcare for participants. This manual is designed to describe and share the experience of developing this multi-cultural awareness project. The manual articulates a learner-centered approach for the development of curriculum materials for adult education classes which explore and analyze people's experiences living in a multi-racial, multi-cultural community. The process, teaching approach, and materials used in the project are included in the manual, along with a description of the women's program. The manual also contains a bibliography and list of resources. Appendixes to the manual provide techniques for six inservice sessions and the materials for the project's "Lighthouse" program. (KC)

ED222639 CE033350

Wertheim, Judith B.

The YES System: Why? What? How? A Counseling Advising System.

Indiana Univ., Bloomington. School of Continuing Studies.; Vincennes Univ., Ind.

Spons Agency-Indiana State Office of Occupational Development, Indianapolis.

Pub Date [80]

Note-46p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Basic Education; Adult Programs; Adult Vocational Education; *Autoinstructional Aids; *Career Choice; *Career Counseling; *Career Development; Career Education; *Measures (Individuals); Needs Assessment; Student Needs; Vocational Maturity

Identifiers-Indiana; *Occupational Development Centers

A project devised a self-instructional counseling/advising system for adults that relates activities in Adult Basic Education programs with activities in Occupational Development Centers. To identify client and student needs in the areas of occupational choice and job readiness skills, the Your Employment Search (YES) inventory was developed in long and short forms. Materials appropriate to meet these needs were then identified. Criteria for suitability included being below the sixth grade reading level, having information appropriate to a general audience, being of low cost, and being less than 10 years old. Materials were included in the YES Needle-Sort Deck. (Appendixes, amounting to over one-half of the report, include the YES Inventory, long and short forms; and directions for using the YES System including instructions for administration, YES Inventory, and listing of titles of self-instructional materials in the YES System.) (YLB)

ED222640 CE033378

Taylor, Robert E., Ed.; And Others

Job Training for Youth. The Contributions of the United States Employability Development System. Final Report.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date 82

Grant-NIE-G-81-0022

Note-450p.; Proceedings of the Policy Forum on Employability Development (1st, Columbus, OH, October 14-16, 1981).

EDRS Price - MF01/PC18 Plus Postage.

Descriptors-Apprenticeships; *Articulation (Education); *Employment Potential; Industrial Training; *Job Skills; *Job Training; Military Training; On the Job Training; Policy Formation; Postsecondary Education; *Program Effectiveness; Proprietary Schools; Public Education; Public Policy; Secondary Education; Technical Education; *Vocational Education

Identifiers-Comprehensive Employment and Training Act; National Center for Vocational Education OH; Policy Forums on Employability

Development

This book, which contains the proceedings of the first in a series of annual Policy Forums on Employability Development conducted by the National Center for Research in Vocational Education, is an examination of the contributions of the key training institutions in the United States to the preparation of young workers for work. Focusing on preparation for jobs that require less than a college education, the book is intended to provide policymakers with information that will enable them to make more informed decisions about this country's employability training system. The book contains reports on the key structures and opportunities for employability development in this country, including public vocational education, the apprenticeship system, job training in the military, and training offered by proprietary schools. Other papers address the social, economic, and educational context within which employability development is provided. Policy implications and recommendations are presented based on the papers and the discussion that surrounded them at the Policy Forum. (KC)

ED222641 CE033411

Kercher, Mary Ann

Food Service. Vocational Preparation Curriculum.

Missouri Univ., Columbia. Instructional Materials Lab.
Report No-SN-12-S
Pub Date Jul 82
Note-249p.
Available from-Instructional Materials Laboratory, University of Missouri-Columbia, 10 Industrial Education Bldg., Columbia, MO 65211 ($10.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Autoinstructional Aids; Behavioral Objectives; Check Lists; Cleaning; Cooks; Curriculum Guides; *Dining Facilities; *Disabilities; *Disadvantaged; Dishwashing; Equipment Maintenance; Equipment Utilization; *Food Handling Facilities; *Food Service; Home Economics Skills; Housekeepers; Individualized Instruction; Instructional Materials; *Occupational Home Economics; Pacing; Performance Tests; Safety; Secondary Education; Self Evaluation (Individuals); Student Evaluation

This curriculum guide contains 14 units of self-paced, self-contained instructional materials for a secondary food service course. It is intended for instructors serving the occupational needs of various categories of disadvantaged and handicapped students. Introductory materials are notes and suggestions for instructors and a class progress chart. Each unit may contain some or all of the following components: unit objectives; self-assessment statements; introduction (brief statement of the unit theme and content); tools, material, and equipment necessary for students to understand and perform psychomotor skills in the unit; steps of procedure (simplified text and simplified line drawings that provide a step-by-step explanation of a given skill or task); and a student evaluation (including true-false, identification, matching, and steps of procedure evaluation). Units cover these topics: careers in food service, fire and electrical safety, safety guidelines, personal sanitation, washing dishes and equipment, housekeeping guidelines, table service, cafeteria service, sidework and bussing, hand tools and utensils, use and care of large equipment, storage of food and supplies, measurement skills, and handling money. (YLB)

ED222642 CE033474

ABE/ESOL Needs Assessment Report.

Maryland Univ., Catonsville. Baltimore County. Center for Educational Research and Development.
Spons Agency-Maryland State Dept. of Education, Baltimore. Div. of Instruction.
Pub Date [81]
Note-58p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Basic Education; *Educational Needs; *English (Second Language); *Inservice Teacher Education; Needs Assessment; Questionnaires; State Surveys; Teacher Attitudes; Teacher Effectiveness; Teaching Skills
Identifiers-*Maryland

A study examined the training needs of Adult Basic Education (ABE)/English for Speakers of Other Languages (ESOL) teachers in Maryland. To assess the training needs of these teachers, researchers administered questionnaires to teachers and administrators throughout the state and conducted an additional informal needs assessment through on-site visits and inservice training sessions. Data collected during the study affirm the fact that ABE/ESOL teachers in Maryland want more opportunity for professional growth. While the quality of instruction available in the state is adequate, more training is needed for each program. Programs should offer workshops and/or classes for the professional growth of teachers. In addition, the University of Maryland Baltimore County Resource Center should prepare packets containing material for new ESOL teachers pertaining to resources available in the field, cross-cultural awareness, bicultural/multicultural education, and current ESOL methodologies. In addition, the resource center should maintain person-to-person contact with all ESOL teachers in the state. Particularly needed are training programs to familiarize new teachers with new methodologies, testing and evaluation procedures, and strategies for teaching culture. (The survey instruments and tabulations of response data are appended.) (MN)

ED222643 CE033615

Ringel, Robert F.

Development of a Conceptual Structure for Architectural Solar Energy Systems.

Pub Date May 79

Note-36p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Air Conditioning; Architecture; *Building Design; Buildings; *Heating; *Solar Radiation; Trade and Industrial Education; Vocational Education

Solar subsystems and components were identified and conceptual structure was developed for architectural solar energy heating and cooling systems. Recent literature related to solar energy systems was reviewed and analyzed. Solar heating and cooling system, subsystem, and component data were compared for agreement and completeness. Significant aspects of the analysis were the greatest consensus of systems, on-the-shelf availability, and cost-effectiveness of the solar systems. Six subsystems common to all solar systems were identified: collector, storage, distribution, transport, auxiliary, and control subsystems. Three components were found that could be common to all the solar heating and cooling systems--preheat domestic hot water, heat exchanger, and heat pump. Conceptual structures were developed for active and passive air and liquid solar heating and cooling systems. Hybrid solar systems, solar retrofit, and solar domestic hot-water systems were also studied. (The study is recommended as the basis for solar curriculum development.) (YLB)

ED222644 CE033626

Fischer, Joan Keller

Competencies for Adult Basic Education and Diploma Programs: A Summary of Studies and Cross-Reference of Results.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date [80]
Note-51p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Basic Education; *Competence; *Educational Research; *High School Equivalency Programs; Program Descriptions; *Research Projects; State Surveys

This report summarizes and cross-references the results of 12 studies dealing with competencies for Adult Basic Education (ABE) and diploma programs. Described in the report are the following studies/projects: (1) the Adult Performance Level (APL) Study; (2) five APL-based validation studies (the New Jersey ABE Study, the New Jersey English as a Second Language Study, the User Needs Assessment (USOE) Region X Study, the Pennsylvania Assessment Project, and the Alaska Validation Survey); and (3) six competency identification studies not limited to APL (the Utah Consumer Competencies Study, the Adkins-Connecticut Reconnaissance Survey Method, the California ABE Needs Analysis, the New York External High School Diploma Program Competencies, the National Center for Research in Vocational Education Project, and the Northwest Regional Educational Laboratory Functional Literacy Project). Following an outline of the purposes and procedures of the individual studies, the competencies identified in the studies are compiled and cross-referenced. The compilation includes major objectives in the following 12 knowledge/information categories: consumer economics, community resources, government and law, health and safety, occupational knowledge, cultural knowledge, communication skills, language, computation skills, interpersonal relations, problem solving, and specific job skills. (MN)

specific job skills. (MN)

ED222645 CE033765

Ahearn, Anne C. Erikson

Identification of the Characteristics and Attributes Needed for Career Success in Entry-Level Management Positions in Selected Retailing Industry.

Pub Date 82

Note-239p.; Doctoral dissertation, University of Pittsburgh.

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Educational Attainment; *Entry Workers; *Individual Characteristics; Labor Turnover; *Managerial Occupations; Questionnaires; *Retailing; Success; Surveys; Work Experience

Identifiers-Pennsylvania (Pittsburgh)

A study examined the characteristics and attributes needed by individuals for career success in entry-level management positions in the retailing industry. Included among the specific objectives of the study were the following: identification of the educational level and retailing experience needed by successful entry-level retail managers, determination of any relationship between characteristics needed and type of retail store, and identification of the causes for entry-level turnover. A project-developed questionnaire that contained items relating to 25 characteristics was administered to 130 personnel and store managers in various department, chain, discount, and specialty stores in the Pittsburgh area. Data obtained from the 97 completed questionnaires indicated that attitude and enthusiasm were perceived as the 2 most important characteristics of entry-level retail managers. Although all retailers are measured by sales volume, the characteristic, "result-oriented" ranked 7th and "assertiveness" ranked 19th. Intellectual competence and creativity, although considered needed characteristics, ranked last in the overall rating. These data recommendations called for establishing stronger criteria and more

trainees. (The survey instrument is included in the report.) (MN)

ED222646 CE033843

Blankenship, Martha Lee, Ed.

BASE Home Economics Curriculum Grades 5-8. Area 3.0 Foods/Nutrition.

Home Economics Educators of West Virginia.

Spons Agency-West Virginia State Dept. of Education, Charleston.

Pub Date Oct 81

Note-509p.; Not available in paper copy due to colored paper.

Available from-West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors-Basic Skills; Cooking Instruction; Decision Making Skills; *Educational Resources; Elementary Education; Food; *Foods Instruction; Home Economics; Integrated Curriculum; *Learning Activities; Lesson Plans; Mathematics; Middle Schools; *Nutrition; Reading Skills; Self Concept; State Curriculum Guides; Writing Skills

Identifiers-West Virginia

This publication contains curriculum banks for teaching home economics in grades 5 through 8 in West Virginia. Rather than containing a complete curriculum guide for the home economics program, the banks provide ideas, sections, and lessons that can be drawn out and used with other materials. Four banks are provided in the guide. Bank 1 contains information on using basic skills in the home economics curriculum, stressing reading, writing, communicating, using numbers, and perceiving in the context of basic information about food, food needs of children/teenagers, and food choices and supply. Bank 2 helps students to gain self-knowledge, self-understanding, and decision-making skills while learning what their bodies need and what the contribution of good nutrition is to their appearance, health, and performance. In bank 3, students learn the importance of independence and interdependence as they use teamwork to prepare meals in the kitchen. Bank 4 is a series of exploratory exercises or mini-courses. In the banks, each concept contains a competency, learner outcome/evaluation, learning activities, and resources/supplements. (Suggestions are provided for integrating the concepts in bank 1 with other home economics concepts and other subject matter areas.) The guide also provides a list of suggested resources, such as books, posters, pamphlets, kits, packets, models, filmstrips, games, and publishers' addresses. (KC)

ED222647 CE033860

Tkachuk, M. W.

A Study into the Possible Use of Mobile Laboratories for Junior High School Industrial Arts and Home Economics.

Alberta Dept. of Education, Edmonton. Planning and Research Branch.
Pub Date Jul 82
Note-45p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Delivery Systems; Feasibility Studies; *Home Economics; *Industrial Education; Junior High Schools; *Mobile Educational Services; *Mobile Laboratories; Outreach Programs; *Program Development; Rural Education; Vocational Education
Identifiers-Alberta

A study was conducted in Alberta (Canada) to determine the feasibility of using mobile industrial education and home economics laboratories to provide on-site instructional facilities for junior high schools that do not have sufficient populations to warrant the construction of more permanent laboratories. Information was sought on the flexibility of such mobile units in terms of programs, the ease of mobility of the units, the durability of the units, the costs of investing in mobile units, and the extended costs of using the units. After investigation of these factors, it was decided that mobile laboratories have the potential to facilitate the delivery of similar educational opportunities to the less urbanized areas of the province. It was found that the possibilities extend beyond the industrial education and home economics programs at the junior high school level into many other courses where manipulative hardware is an integral part of the course. Examples of other subjects include typing, microprocessing, and the whole range of prevocational and vocational programs. Use of mobile laboratories is a viable delivery system; use of such a system is a matter of personal perspective. (KC)

ED222648 CE033863

A Guide to Curriculum Development in Vocational Education.
Connecticut State Dept. of Education, Hartford. Bureau of Curriculum and Staff Development.
Pub Date 81
Note-117p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Course Content; Course Descriptions; *Curriculum Development; Educational History; Educational Philosophy; Educational Resources; Evaluation Methods; Needs Assessment; *Policy Formation; Secondary Education; State Curriculum Guides; *Vocational Education
Identifiers-*Connecticut

This guide is intended to help Connecticut school districts plan, implement, and evaluate a comprehensive vocational program for secondary schools and to assist in revitalizing existing programs. The guide is divided into three parts. The first part is an overview of vocational education, providing some historical and current perspectives as well as a look to the future. Key curriculum development activities, including undertaking a needs assessment and developing philosophy, goals, and objectives, are presented in part 2. The final section concerns curriculum content. Chapters in this section outline the stages of vocational education and give examples of curriculum content, scope, and sequence. Appendixes contain statewide goals for education, resources, and a glossary. (KC)

ED222649 CE033878

Kline, Ken

Curriculum Guide Construction Cluster.

Beaverton School District 48, Oreg.
Spons Agency-Oregon State Dept. of Education, Salem. Div. of Vocational Education.
Pub Date Aug 82
Note-181p.; For related document, see CE 033 881.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Building Trades; *Construction (Process); Construction Programs; Educational Resources; Electrical Occupations; First Aid; Learning Activities; Mathematical Applications; Models; Occupational Clusters; Painting (Industrial Arts); Plumbing; Roofing; Safety; Secondary Education; State Curriculum Guides; Structural Elements (Construction); *Units of Study; Vocational Education
Identifiers-Beaverton School District OR; *Oregon

As part of a model construction cluster curriculum development project, this guide was developed and implemented in the Beaverton (Oregon) School District. The curriculum guide contains 16 units covering the following topics: introduction to construction jobs; safety and first aid; blueprint readings; basic mathematics; site work; framing; roofing materials; exterior siding and trim; plumbing; electrical work; insulation; dry wall; interior trim; trowel trades; painting and wall coverings; and floor coverings. Each unit contains one or more lessons with the following elements: unit goals; specific objectives; information sheets in outline format; and problems for solution. A bibliography and references complete the guide. (KC)

ED222650 CE033881

Adopter's Guide for Planning, Developing and Implementing a Model Construction Cluster Program.
Beaverton School District 48, Oreg.
Spons Agency-Oregon State Dept. of Education, Salem. Div. of Vocational Education.
Pub Date Aug 82
Note-232p.; For related document, see CE 033 878.
EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Construction (Process); *Construction Programs; *Curriculum Development; *Educational Resources; *Models; Occupational Clusters; Program Development; Secondary Education; State Curriculum Guides; Vocational Education
Identifiers-Beaverton School District OR; *Oregon

This guide contains processes for planning, developing, and implementing an industry-based construction cluster program in Oregon secondary schools. Each process was pilot tested and revised by Beaverton School District during the development of a model program at Beaverton High School. The guide is intended to help other school districts implement new programs, update existing programs, or adopt and use simple components of the model as appropriate to their local districts. The guide offers sequential process steps as derived from the Beaverton Project. These processes, incorporated as four chapters of the guide, include planning a model, developing a model construction program, implementing a model program, and using resources for a model program. The appendixes of the guide contain formats, products, and examples used by Beaverton School District. A reference and resources section is provided as a convenience to adopters. Guidelines for visiting exemplary programs and contacting personnel are listed in the resources section. A listing of local, state, and national resource agencies and their available services are part of this chapter. A listing of selected curriculum materials, support services, and special needs references is available for the construction program developers. Transparency masters have been included on the planning, development, and implemention of a model program for use in staff training. (KC)

ED222651 CE033889

Child Development Curriculum Guide, Volume I: For Secondary Vocational Home Economics Programs. Bulletin 1664.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
Pub Date [82]
Note-274p.; For related document, see CE 033 890.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Adolescent Development; Child Abuse; *Child Development; Child Neglect; Decision Making Skills; Family Life; High Schools; Home Economics; *Learning Activities; Lesson Plans; *Occupational Home Economics; State Curriculum Guides; Units of Study; Values Clarification
Identifiers-*Louisiana

This document is the first volume of the Louisiana curriculum guide for teaching a one-semester course in child and adolescent development in grades 10-12. The first of the guide's two major units, entitled "Growth and Development of the Adolescent," focuses on many of the physical, emotional, intellectual, and social experiences of the adolescent. The second unit, entitled "The Adolescent in the Family," is intended to help the student see his/her family relationship from the family's perspective. Each of the major units is further divided into lessons. Each lesson begins with generalizations that express the basic idea of the concept. Performance objectives focus on the type of behavior the student is expected to display as a result of the learning experiences. An outline summarizes information that is covered in the review of literature, which includes background information for the teacher to use as a beginning point for planning the presentation. References and suggested readings identify sources that the teacher can use in securing additional information. A variety of learning activities, instructional aids, and evaluation experiences are given for each concept. Many of the learning activities and instructional aids include figures for the teachers to use as transparency masters or handouts for students. Evaluation experiences are given with most lessons, and additional learning activities, instructional aids, and evaluation experiences that are pertinent to the entire unit are placed at the end of each unit. The curriculum guide also contains two scope and sequence charts to show how the material in the guide can be presented. (KC)

ED222652 CE033890

Child Development Curriculum Guide, Volume II: For Secondary Vocational Home Economics Programs. Bulletin 1664.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

Pub Date [82]

Note-603p.; For related document, see CE 033 889.

EDRS Price - MF03/PC25 Plus Postage.

Descriptors-*Adolescent Development; Child Abuse; *Child Development; Child Neglect; Decision Making Skills; Family Life; High Schools; Home Economics; *Learning Activities; Lesson Plans; *Occupational Home Economics; Parenthood Education; State Curriculum Guides; Units of Study; Values Clarification

Identifiers-*Louisiana

This document is the second volume of the Louisiana curriculum guide for teaching a one-semester course in child and adolescent development in grades 10-12. This volume presents basic information regarding the development of children from infancy through school age, including prenatal development. Many lessons of the volume's five major units also include information about how a child in a particular stage of development might relate to parents, siblings, and other significant persons. Lessons in each of the major units begin with generalizations that express the basic idea of the concept. Performance objectives focus on the type of behavior the student is expected to diplay as a result of the learning experiences. An outline summarizes information that is covered in the review of literature which includes background information for the teacher to use as a beginning point for planning the presentation. References and suggested readings identify sources that the teacher can use in securing additional information. A variety of learning activities, instructional aids, and evaluation experiences are given for each concept. Many of the learning activities and instructional aids include figures for the teachers to use as transparency masters or handouts for students. Evaluation experiences are given with most lessons, and additional learning activities, instructional aids, and evaluation experiences that are pertinent to the entire unit are placed at the end of each unit. The curriculum guide also contains two scope and sequence charts to show how the material in the guide can be presented. (KC)

ED222653 CE033921

Agriculture Census Guide. 1982 Census of Agriculture. 82-A20.
Bureau of the Census (DOC), Suitland, Md.
Pub Date 82
Note-49p.; For a related document see CE 033 922.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Agricultural Education; *Census Figures; *Guidelines; *Learning Activities; Lesson Plans; Postsecondary Education; Secondary Education; Statistical Data; *Vocational Education
Identifiers-*Census of Agriculture 1982

This guide is designed to be used for help in filling out the 1982 Census of Agriculture report forms. It can be used as part of the lesson plan on the agricultural census provided in another document (see note). The guide contains more detailed information on how to complete the census form than is provided on the form or its accompanying instruction sheet. The guide includes background information on the agricultural census, general information about who is required to fill out the agricultural census forms and the use of these forms, and section-by-section instructions for completing the agricultural census report form. A sample of the form is provided in the booklet. (KC)

ED222654 CE033922

Agriculture Census Lesson Plan. 1982 Census of Agriculture. 82-A17.
Bureau of the Census (DOC), Suitland, Md.
Pub Date 82
Note-22p.; For a related document see CE 033 921.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Agricultural Education; *Census Figures; *Learning Activities; *Lesson Plans; Postsecondary Education; Secondary Education; Statistical Data; *Vocational Education

Identifiers-*Census of Agriculture 1982

This lesson plan is designed for use by vocational agricultural instructors and students. Its primary purpose is to acquaint students with statistical data that will have an impact on their future work in agriculture. This lesson plan is divided into two parts. The first part covers background information on the agricultural census, its use, and the need for it. The census report form and accompanying instructions are provided to permit the instructor to lead the classes in filing a completed report. (The second part of the lesson plan covers census publications and their application and use by various sectors of the economy, including farm operators and farm suppliers. This will be sent to vocational agricultural instructors when the preliminary report is available for each particular state.) An address is provided for teachers to obtain additional census forms. (KC)

ED222655 CE033925

Lehman, Scott C.; Edgar, S. Keith

The ABE/AMH Manual. An Instructional Guide for ABE Programs Serving Mentally Handicapped Adults.

Warren City Schools, Ohio.
Spons Agency-Ohio State Dept. of Education, Columbus. Div. of Federal Assistance.
Pub Date 82
Note-118p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Adult Basic Education; Career Education; Communications; Consumer Economics; Daily Living Skills; Educational Resources; Interpersonal Competence; Leisure Time; Lesson Plans; *Mental Retardation; *Program Development; Program Implementation; Self Concept; Student Evaluation; Teaching Guides; Travel
Identifiers-310 Project

This handbook provides adult basic education teachers with instructional materials for working with adult mentally handicapped students. Section 1 examines planning programs for adult mentally retarded students (getting started, specific considerations, various kinds of program sites) and implementing instruction (staff selection and training). Attachments include Title XX Service Descriptions, a sample service contract, and sample workshop staff inservice program agenda. Section 2 contains two instruments for adult mentally retarded client assessment and a list of other available assessment resources. Section 3, the major section of the handbook, presents 105 total lesson plans divided into eight separate modules: academics, communications, consumer economics, family living and personal care, leisure activities, occupational knowledge, self awareness and interpersonal relationships, and transportation. Intended for one class period of about an hour, each lesson plan follows this format: purpose, procedure, evaluation and adaptability, material and supplies needed, and related activities. Plans are applicable for use with adult second language, learning disabled, low functioning, and functionally illiterate groups. Section 4 contains these instructional resources--material survey/evaluation, bibliography, Ohio instructional resource centers, adult programs for the mentally retarded in Ohio, and glossary. (YLB)

ED222656 CE033928

Higgins, Paul S.; Lawrenz, Frances P.

Evaluative Follow-Up of Former Medical Students, Resident Physicians, and Other Health Professional Students Participating in 1972-80 Minnesota Area Health Education Center Programs.

Minnesota Univ., Minneapolis.

Spons Agency-Health Resources Administration (DHHS/PHS), Hyattsville, Md. Bureau of Health Professions.

Pub Date Oct 81

Contract No-HRA-232-80-0005

Note-151p.; Prepared by the Area Health Education Center.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Allied Health Occupations Education; Followup Studies; Graduate Surveys; Higher Education; Medical Care Evaluation; *Medical Education; *Outcomes of Education; *Program Effectiveness; *Rural Areas; Rural Education; Urban to Rural Migration

Identifiers-*Area Health Education Centers; *Minnesota

The Minnesota Area Health Education Center programs (AHEC) from 1972-81 improved health care in rural Minnesota areas by providing 2,200 health-professional students and resident physicians with off-campus courses and clinical training. Other programs provided continuing education, patient education, quality assurance, and minority career recruitment. More than 3,000 participated in AHEC programs. A follow-up of 1,500 former participants and a survey of 400 AHEC-involved medical students and residents showed the following project impacts: (1) improved distribution of health professionals (to rural areas); (2) more primary care health professionals; (3) high-quality decentralized health-professional education; and (4) AHEC preceptorships during third and fourth years of medical school being more influential than other AHEC-supported clinical training experiences in choice of specialty and desired practice location. Recommendations include flexible federal AHEC regulations that do not mandate decentralized training in community hospitals; a stable source of federal support for living expenses of students wishing to explore rural health-care practices; emphasis on off-campus AHEC preceptorships during third and fourth year medical school; provisions in future national and state AHEC evaluations for follow-up of former AHEC participants; control group designs; and greater dissemination and use of evaluation results. (Author/KC)

ED222657 CE033930

Dobson, John R. A.

Life-Long Learning in Voluntary Association. A Study of Non-Formal Education in Atlantic Canada.

Pub Date 1 Oct 82
Note-10p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults; Educational Environment; *Educational Trends; Leadership; *Lifelong Learning; *Nonformal Education; *Organizational Climate; *Organizational Communication; Organizations (Groups); Skill Development; Student Educational Objectives

A participatory research study analyzed adult lifelong learning in voluntary association. Examined in the study were the associational environment for learning, learning leadership, learning goals and objectives, program content, and skill development. To obtain these data, researchers administered a mail questionnaire to a stratified random sample of 270 associations drawn from a universe of 3,050 Atlantic Canadian organizations. Based on data from 220 completed questionnaires, followup interviews, and field observations, researchers concluded that nonformal learning in voluntary association is dissimilar in both structure and content when compared to formal group learning. Because the teaching function is frequently exchanged among the learners with small-group skill practice sessions, the hierarchical nature of teacher-student is minimized. Learning generally focuses on very specific behavioral change with less regard for a knowledge base and virtually no regard for a clarification of the value premises inherent in the behavior. Using data obtained during the survey, researchers constructed a model of adult associational learning. The model consisted of a taxonomy of environment, leadership process, objective, and skill development descriptors. Recommendations called for field testing the model and exploring the synergistic educational relationship between the learning leader and the learning member. (MN)

ED222658 CE033955

Spaulding, Seth

Evaluation of Adult Nonformal Education Programs: An International Perspective.

Pub Date Mar 82
Note-18p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (New York, NY, March 18-21, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education; Adult Literacy; *Adult Programs; *Developing Nations; *International Organizations; Literacy Education; Needs Assessment; *Nonformal Education; *Program Evaluation; Rural Extension

During the past 20 years, international and bilateral assistance and funding agencies have become increasingly involved in evaluation activities in adult and nonformal education, especially in developing countries. The adult education field pioneered many approaches now advocated by specialists in program and project evaluation. Beginning in the 1920s and 1930s, United States agricultural extension specialists did extensive studies on farmer extension practices. In the 1950s and 1960s, international efforts began to build on some of the earlier agricultural extension concepts. Needs assessments, evaluation of adult education booklets, and evaluation of UNESCO adult education, literacy, and reading materials were all conducted. The UNESCO Experimental World Literacy Program conducted 11 projects in the late 1960s to mid-1970s that had built-in evaluation systems. During the 1970s and early 1980s, the governing bodies of most international organizations stipulated more evaluative efforts to provide data on the impact of various organizational activities. Such evaluation efforts sensitized project and program personnel in international agencies and in national governments to the need for participatory evaluation specifically to improve projects and programs. (A list of references is appended.) (YLB)

ED222659 CE033957

Employment and Training Evaluation Report--1981.
Employment and Training Administration (DOL), Washington, D.C. Office of Policy, Evaluation and Research.
Pub Date 81
Note-73p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adults; Career Education; Cost Effectiveness; *Demonstration Programs; Development; *Employment Programs; Federal Legislation; *Federal Programs; *Job Training; Program Effectiveness; *Program Evaluation; *Research; Vocational Education
Identifiers-*Comprehensive Employment and Training Act; Impact; Job Corps

This report summarizes findings and recommendations from Comprehensive Employment and Training Act (CETA) research, demonstrations, and evaluation conducted in FY 1980-81. Chapter 1 presents research, experimentation, and demonstration study findings for projects completed February 1980 through June 1981. Findings are grouped into three categories: economic and social issues, improvement of the employment and training system, and problems of the hard to employ. Chapter 2 contains the Employment and Training Administration (ETA) research and development plan for FY 1982, organized under four broad focuses: labor market trends and impacts, labor and the economy, training, and program improvement. Chapter 3 summarizes major findings of program evaluation studies completed from February 1980 through June 1981. The most

significant new reports provide the first formal estimates of the net effects of CETA programs on participants' post-program earnings, and information on the post-program economic impact of the Job Corps program on its participants and that program's cost-benefit experience. Chapter 4 presents the ETA Evaluation Plan for FY 1982 with major emphases on effects of training programs, cost-effectiveness analyses, and new ETA initiatives. The appendix contains an annotated listing of Department of Labor research, demonstration, and evaluation projects completed February 1980 through June 1981. (YLB)

ED222660 CE033980

The New Nutrition: Teacher's Guide.

Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.
Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date Jun 82
Note-276p.
Available from-Home Economics Instructional Materials Center, Texas Tech University, Box 4067, Lubbock, TX 79409.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; Cooking Instruction; *Educational Resources; Food; *Foods Instruction; Home Economics; *Learning Activities; Lesson Plans; Nutrition; *Nutrition Instruction; Secondary Education; State Curriculum Guides; *Teaching Methods; Test Items; Transparencies; Units of Study
Identifiers-Texas

This teacher's guide is designed for use by consumer and homemaking education teachers in classes emphasizing nutrition. The guide is organized into 19 topics and is based on the 7 Dietary Guidelines for Americans: (1) to eat a variety of food; (2) to maintain ideal weight; (3) to avoid too much fat; (4) to eat foods with adequate starch and fiber; (5) to avoid too much sugar; (6) to avoid too much sodium; and (7) to drink alcoholic beverages, if one chooses to do so, only in moderation. Objectives, resources, and key words are listed at the beginning of each topic. The introductions to the topic include interesting activities to be used to increase students' desire to learn. Suggested activities provide the teachers with teaching strategies to help students achieve the objectives. Teaching aids include transparency masters, handouts, information sheets, games, and skits for use with the suggested activities. The teaching aids may be reproduced as needed for classroom use. Answer keys for student activities are provided. Nutrition tests include objective test items based on information and objectives for each topic with answer keys. Media resources sections include lists and locations of videotapes and filmstrip/cassettes that are commercially available. (MC)

ED222661 CE033993

Chin, Linda

Towards Improving Employment in the New Haven Labor Market Area: The F.A.C.T. (Fostering Active Communication Today) Network. Final Report.

Urban League of Greater New Haven, Inc., CT.

Spons Agency-Connecticut State Dept. of Education, Hartford. Div. of Vocational and Adult Education.

Pub Date 15 Aug 82

Note-125p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adults; *Agency Cooperation; *Community Cooperation; Community Coordination; Cooperative Planning; Cooperative Programs; *Employment; Employment Opportunities; Employment Programs; Employment Projections; Information Dissemination; Institutional Cooperation; Job Development; Job Placement; *Labor Needs; Linking Agents; *Networks; Shared Services; Youth; Youth Employment

Identifiers-*Connecticut (New Haven); Urban League

The FACT (Fostering Active Communication Today) project in New Haven, Connecticut was conducted by the Urban League from November 1981 to July 1982 to create a formal and direct communication mechanism among the many existing organizations concerned with aiding clients to find employment and sharing research and ideas about labor market needs. The primary goal of the FACT project was the formation of an active communication network involving the many existing organizations that were interested in the current and future employment situation in the 14 towns and cities in the New Haven labor market area, including Milford and Cheshire. The FACT network aimed to provide linkages for placement of vocational program completers looking for jobs, to facilitate research on the New Haven labor market, to promote information exchange and understanding of the needs and resources of the different organizations, a.d to strengthen collaborative efforts to reach common goals. The FACT project laid a foundation for fostering collaborative efforts in the greater New Haven area through coordination on different levels, including the use of the Urban League as a central agency, inter-network cooperation, and inter-organization contacts; and with communication tools such as network meetings, newsletters, and a directory of network participants. It was recommended that the project be continued as part of the Urban League's regular projects. (Author/KC)

ED222662 CE033997

Promising Practices in Connecticut Vocational and Adult Education.
Connecticut State Dept. of Education, Hartford. Div. of Vocational and Adult Education.

Pub Date 82
Note-62p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adults; Adult Vocational Education; Career Counseling; Career Education; Career Exploration; *Demonstration Programs; Diffusion (Communication); Disabilities; Displaced Homemakers; Dropout Prevention; *Educational Improvement; *Educational Innovation; Employment Potential; Experiential Learning; Information Dissemination; Inservice Teacher Education; Minority Groups; Nontraditional Occupations; Out of School Youth; Prevocational Education; Program Descriptions; School Business Relationship; School Community Relationship; Secondary Education; Sex Fairness; Underemployment; Unemployment; *Vocational Education; Youth Employment
Identifiers-*Connecticut; *Promising Practices

This compendium provides information on 39 promising practices in vocational adult education selected during the 1981-82 school year. Criteria for selection are to meet an identified need for a specific problem or target population, measurability of indicators of success, possibility of adaptation by others, and practicality of resources required for adaptation of the practices. Abstracts of promising practices are reported in alphabetical order by title. Each description provides this information: title, district/agency, descriptors, target audience, major objectives, overview, indicators of success, resources needed, and contact. Those practices recommended for replication are indicated by an asterisk. Three indexes are provided: areas of focus, locations of promising practices, and educational descriptors. Focuses of the promising practices include displaced homemakers, dropout prevention, employability skills, experiential learning, handicapped students, minority youth and adults, home economics, inservice education, learning disabilities, new or changing occupations, nursing assistants, nontraditional vocational areas, out of school youth and adults, prevocational exploratory programs, school-business collaborative efforts, school-community cooperation, sex equity, special needs students, trades-skill training, underemployed and unemployed adults, and vocational counseling. (YLB)

ED222663 CE034002

Biondo, Ron; And Others

Core II Materials for Metropolitan Agriculture/Horticulture Programs. Units A-F.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date Jun 82

Contract No-R-33-32-D-0542-388

Note-450p.; Not available in paper copy due to colored paper. For related documents, see ED 208 148-153, ED 220 689-690, and CE 034 003.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Agricultural Education; *Agricultural Engineering; Behavioral Objectives; Core Curriculum; Curriculum Guides; Grade 10; High Schools; *Horticulture; Leadership; Leadership Training; Learning Activities; Ornamental Horticulture; Ornamental Horticulture Occupations; *Plant Identification; *Plant Propagation; Public Speaking; Recordkeeping; *Student Organizations; Student Participation; Tests; *Urban Areas; Visual Aids; Vocational Education

Identifiers-Future Farmers of America

This first volume of a 2-volume curriculum guide contains 16 problem areas selected as suggested areas of study to be included in a core curriculum for 10th-grade or second-year students enrolled in a metropolitan agriculture program. The 16 problem areas are divided into 6 units: Orientation to Agricultural Occupations (2 problem areas), Supervised Occupational Experience (1), Leadership in Horticulture/Agriculture (3), Horticultural/Agricultural Mechanics (4), Plant Propagation (1), and Plant Identification (5). Each problem area includes some or all of the following components: suggestions to the teacher, teacher's guide (objectives, suggested interest approaches, anticipated student problems and concerns, suggested learning activities, suggested uses of problem area, evaluation, references and aids), information sheets, student worksheets or assignment sheets and key, job sheets or laboratory exercises, transparencies, discussion guide for transparencies, and sample test questions and teacher's key. (YLB)

ED222664 CE034003

Biondo, Ron; And Others

Core II Materials for Metropolitan Agriculture/Horticulture Programs. Units G-L.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date Jun 82

Contract No-R-33-32-D-0542-388

Note-413p.; Not available in paper copy due to colored paper. For related documents, see ED 208 148-153, ED 220 689-690, and CE 034 002.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Agricultural Education; *Agricultural Production; Behavioral Objectives; Conservation (Environment); Core Curriculum; Curriculum Guides; *Fertilizers; Grade 10; Grounds Keepers; High Schools; *Horticulture; *Landscaping; Learning Activities; Ornamental Horticulture Occupations; *Pesticides; Soil Science; Tests; Turf Management; *Urban Areas; Visual Aids; Vocational Education

Identifiers-Future Farmers of America

This second volume of a 2-volume curriculum guide contains 12 problem areas selected as suggested areas of study to be included in a core curriculum for 10th-grade or second-year students enrolled in a metropolitan agriculture program. The 12 problem areas are divided into 5 units: Growing and Managing Horticultural Crops (4 problem areas), Identifying and Controlling Pests of Horticultural Plants (1), Soil Science and Conservation of Natural Resources (1), Agricultural Production (2), and Landscape Design Establishment and Maintenance (4). Each problem area includes some or all of the following components: suggestions to the teacher, teacher's guide (objectives, suggested interest approaches, anticipated student problems and concerns, suggested learning activities, suggested uses of problem area, evaluation, references and aids), information sheets, student worksheets or assignment sheets and key, job sheets or laboratory exercises, transparencies, discussion guide for transparencies, and sample test questions and teacher's key. (YLB)

ED222665 CE034011

Model Solar Energy Training Program III. Final Report.
Talcott Mountain Science Center, Avon, Conn.
Spons Agency-Connecticut State Dept. of Education, Hartford. Div. of Vocational and Adult Education.
Pub Date 30 Jun 82
Note-68p.; For a related document, see ED 208 146.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Curriculum Development; Educational Resources; Heat; *Information Dissemination; Inservice Teacher Education; *Instructional Materials; Lesson Plans; Material Development; Postsecondary Education; Secondary Education; *Solar Radiation; State Curriculum Guides; Technical Education; Technical Occupations; Vocational Education; *Workshops
Identifiers-*Connecticut

Recognizing that an important key to success of developing solar technologies is the availability of skilled labor to produce, install, and maintain it, the Talcott Mountain Science Center in Avon, Connecticut created a training program for vocational-technical and high school staff. The program's goal was to develop curriculum materials that would enable these teachers to add solar energy technical training to their vocational curricula. These materials were developed in the first two phases of the program. In this final phase, 4 objectives were met: (1) an instructional resource guide to be used as a curriculum infusion unit by vocational education teachers in the area of solar energy was distributed; (2) the awareness of vocational education teachers to existing curriculum materials was increased; (3) a series of solar energy workshops throughout the state, attracting 25 to 30 participants each, was conducted; and (4) participants of the Model

Solar Energy Training Programs I and II were identified and selected to help conduct workshops in their regions. In addition to these activities for classroom teachers, an initial workshop for supervisors and administrators to review the material and activities developed by Talcott Mountain Science Center was held. (The curriculum guide, with lesson plans for suggested activities in the area of solar installations, is included in this document.) (KC)

ED222666 CE034014

LaRochelle, Diane

A Study of the Performance and Satisfaction of Current Students and Graduates from HSO Programs in Vocational-Technical Schools. Final Report.

EASTCONN Regional Educational Services Center, North Windham, CT.

Spons Agency-Connecticut State Dept. of Education, Hartford. Div. of Vocational and Adult Education.

Pub Date 31 Jul 82

Note-139p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Academic Achievement; *Allied Health Occupations; *Graduate Surveys; Health Services; High Schools; Job Placement; *Participant Satisfaction; *Program Effectiveness; Secondary Education; *Student Attitudes; Student Recruitment; Vocational Followup; Vocational Schools

Identifiers-Connecticut

The effectiveness of Health Services Occupation (HSO) programs was studied by an assessment of the academic achievement and attitudes of current students and by a followup survey of program graduates. Data were collected and analyzed from three classes of program graduates (1979-81) and current students (grades 9 through 12) at four schools. In general, while current students and program graduates indicated a high level of satisfaction with HSO programs, other outcome indicators pointed to major problems with program goals and objectives and curriculum structure. Counselors and HSO staff found it difficult to recruit adequate numbers of students. Students received little formal counseling regarding shop choice. There were no achievement score differences between HSO and non-HSO students, and achievement levels remained consistent in grades 9 through 12. The HSO curriculum was, in fact, a nurses' aide curriculum and did not meet student needs. A low percentage of graduates were actively pursuing health careers, and only 53 percent expected to be employed in a health occupation in 5 years. A large number of graduates had received no job placement assistance. Large numbers of HSO and non-HSO students believed HSO fields were more suited to women. (Appendixes include survey instruments, advisory committee minutes, and data tables.) (YLB)

ED222667 CE034021

Career Education and the Affective Domain: Choice, Success, Concepts, Survival Skills, Testing.

Educational Improvement Center-Central, Princeton, NJ.; Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.

Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

Pub Date Jun 82

Note-232p.

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Career Choice; *Career Education; *Curriculum Development; *Decision Making; Decision Making Skills; Educational Resources; Elementary Secondary Education; Employer Attitudes; Employment Potential; Job Analysis; Job Skills; Longitudinal Studies; Postsecondary Education; Program Evaluation; Success; *Vocational Education

Identifiers-Quality Circles

The 10 papers in this report, selected from a series of 4 workshops, concern the planning of career and vocational education programs. The lead paper, by Corine Radice, gives the reader a perspective of a person working in a public high school trying to find help for students planning career decisions. The lead paper is followed by another on the social and personal perspectives of success in America by Donald Super and Albert Thompson. The third paper peruses the research on career decisionmaking, while Albert Thompson's paper concerns the occupational survival skills in the affective domain which employers expect of their employees. This paper is followed by Charles Doty's specific guidelines for writing objectives based on these employer expectations. In the next report, Elaine Douma and Thomas Gambino identify goals and behavioral indicators of students in grades K-14. Analyzing a job and developing a curriculum is the subject of the next paper by Robert Newman, while the following report by Victor Morella explains the monitoring system of students' progress in vocational classes in his school district. The last two papers concern evaluation. Raymond Wasdyke's paper explains the basic principle of performance testing, while Charles Doty and Rae Weissman suggest resources available for designing longitudinal evaluation studies. The last section of this report is a bibliography of sources concerning career education, career decision making, and related information. An addendum to the report is a draft of a paper on career education and quality circles by Thomas W. Gambino. (KC)

Industrial Arts Curriculum Guide for AIASA.

Connecticut State Dept. of Education, Hartford. Div. of Vocational and Adult Education.
Pub Date May 82
Note-175p.; For related documents, see CE 034 029-032.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Guidelines; *Industrial Arts; Industrial Education; Organizational Development; Organizations (Groups); Parliamentary Procedures; Postsecondary Education; Public Relations; Secondary Education; State Curriculum Guides; *Student Organizations; Technical Education; Trade and Industrial Education; Vocational Education
Identifiers-*American Industrial Arts Student Association; *Connecticut

This curriculum guide for American Industrial Arts Students Association (AIASA) chapters is part of a series of curriculum guides for use in the industrial arts curriculum in Connecticut. The guide is divided into three parts. The first part of the guide introduces AIASA and summarizes its history, goals and purposes, and advisor responsibilities. In the second part of the guide, general information on how to organize a local AIASA chapter is provided. This part contains tips for getting started, a flow chart for the Connecticut association of AIASA, suggestions for organizing a public relations program, the AIASA emblem, parliamentary procedures, suggestions for work programs, and financial support. The third part of the guide contains aids for officers, including suggestions for generating news releases, speech suggestions, secretary aids, examples of a treasurer's report, officers' duties, names of state officers, and AIASA materials and sources. The Connecticut AIASA constitution, bylaws and chapter officer duties are contained in appendixes to the guide. (The material in this guide is suitable for secondary or postsecondary AIASA chapter organizations.) (KC)

ED222669 CE034029

Industrial Arts Curriculum Guide for Alternative Energy.

Connecticut State Dept. of Education, Hartford. Div. of Vocational and Adult Education.
Pub Date May 82
Note-300p.; For related documents, see CE 034 029-032.
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Behavioral Objectives; Career Education; Climate Control; Conservation Education; *Course Content; *Energy; Energy Conservation; Fuel Consumption; Guidelines; Heat; Heat Recovery; *Industrial Arts; Industrial Education; Occupational Information; Postsecondary Education; *Power Technology; Radiation; Secondary Education; State Curriculum Guides; Teaching Methods; Technical Education; Trade and Industrial Education; Units of Study; Vocational Education
Identifiers-*Connecticut

This curriculum guide for alternative energy courses is part of a series of curriculum guides for use in the industrial arts curriculum in Connecticut. The guide contains two parts. Part 1 provides the following overview: (1) objectives of alternative energy education, including suggestions for course levels, class sizes, teaching methods, and student organizations; (2) references; (3) a bibliography of solar teaching aids; (4) tools and equipment needed; (5) a glossary; (6) multi-media materials; (7) resource organizations and agencies; (8) solar suppliers; and (9) metric conversions. In the second part, seven units for teaching alternative energy concepts are provided. These units are independent entities and cover the following topics: conservation, insulation, thermal storage systems, climate control systems, greenhouses and atriums, solar domestic hot water systems, and envelope and hybrid climate control systems. Each unit contains an introduction, information sheets for implementing the course, and behavioral objectives. Material is illustrated with line drawings and photographs. (This curriculum guide has material for both secondary and adult vocational education courses on alternative energy.) (KC)

ED222670 CE034030

Hubachek, Carl H.; And Others

Industrial Arts Curriculum Guide for General Shop.

Connecticut State Dept. of Education, Hartford. Div. of Vocational and Adult Education.

Pub Date May 82

Note-462p.; Not available in paper copy due to colored paper. For related documents, see CE 034 028-032.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Accident Prevention; Behavioral Objectives; Career Education; *Course Content; Drafting; Electricity; Energy; Graphic Arts; Guidelines; *Industrial Arts; Industrial Education; Leather; Metal Working; Occupational Information; Plastics; Postsecondary Education; Power Technology; Safety; Safety Education; School Shops; Secondary Education; *Shop Curriculum; Special Education; State Curriculum Guides; Technical Education; Trade and Industrial Education; Vocational Education; Woodworking

Identifiers-*Connecticut; Public Law 94 142

This curriculum guide for general shop courses is part of a series of curriculum guides for use in the industrial arts curriculum in Connecticut. The guide provides information on the scope and sequence of the industrial arts curriculum, specific guidelines for industrial arts, program goals and objectives, and guidelines concerning special education students and Public Law 94-142. Following a section on general safety rules for shop courses, unit outlines are provided for these areas: drafting, electricity, energy/power, graphic arts, leather, metal, plastics, safety, and woodworking. Each outline contains an introduction to the subject, objectives, history, introduction to the course, information to be taught, safety concepts, career possibilities, references, and project ideas. (The curriculum guide provides material for both secondary and adult vocational education courses in general shop.) (KC)

ED222671 CE034031

Industrial Arts Curriculum Guide for Industrial Ceramics.
Connecticut State Dept. of Education, Hartford. Div. of Vocational and Adult Education.
Pub Date May 82
Note-56p.; For related documents, see CE 034 028-032.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Career Education; *Ceramics; *Course Content; Guidelines; *Industrial Arts; Industrial Education; Occupational Information; Postsecondary Education; Secondary Education; State Curriculum Guides; Technical Education; Trade and Industrial Education; Vocational Education
Identifiers-*Connecticut

This curriculum guide for industrial ceramics courses is part of a series of curriculum guides for use in the industrial arts curriculum in Connecticut. The guide provides information on the scope and sequence of the industrial arts curriculum, specific guidelines for industrial arts, and program goals and objectives. The content of the industrial ceramics courses is outlined, with major divisions noted as follows: (1) cultural applications; (2) ceramic industries; (3) consumer products divisions; (4) materials; and (5) processes. In addition, student and teacher activities are suggested for each of these five areas. The guide also contains references and local sources of industrial ceramics information. (This curriculum guide provides material for both secondary and adult vocational education courses in industrial ceramics.) (KC)

ED222672 CE034032

Industrial Arts Curriculum Guide for Metalworking.

Connecticut State Dept. of Education, Hartford. Div. of Vocational and Adult Education.
Pub Date May 82
Note-109p.; For related documents, see CE 034 028-031.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Accident Prevention; Career Education; *Course Content; Elementary Secondary Education; Guidelines; *Industrial Arts; Industrial Education; *Metal Working; Occupational Information; Postsecondary Education; Safety; Special Education; State Curriculum Guides; Technical Education; Trade and Industrial Education; Vocational Education

Identifiers-*Connecticut; Public Law 94 142

This curriculum guide for metalworking courses is part of a series of curriculum guides for use in the industrial arts curriculum in Connecticut. The guide provides information on the scope and sequence of the industrial arts curriculum, specific guidelines for industrial arts, program goals and objectives, and guidelines concerning special education students and Public Law 94-142 requirements. Course outlines are given for exploratory, intermediate, and advanced level metalworking courses, and a metalworking safety guide is included. The curriculum guide also contains reference to specific areas of metalworking. (This curriculum guide provides material for intermediate grades, secondary, and adult vocational education courses in metalworking.) (KC)

ED222673 CE034038

A Model for Infusing Energy Concepts into Vocational Education Programs. Advanced Solar Systems.

Delta Vocational Technical School, Marked Tree, AR.

Spons Agency-Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.

Pub Date 28 Feb 82

Note-70p.; Not available in paper copy due to colored paper. For a related document, see CE 034 039.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Agriculture; Business; Climate Control; Definitions; *Heating; Industry; *Power Technology; Secondary Education; *Solar Radiation; *Vocational Education

Identifiers-*Energy Education; Photovoltaics

This instructional unit consists of materials designed to help students understand terms associated with solar energy; identify components of advanced solar systems; and identify applications of solar energy in business, industry, agriculture, and photovoltaics. Included in the unit are the following materials: suggested activities, instructional materials (an objective sheet, an information sheet, and 38 transparency masters), and a list of references. A unit test and answer key are also provided. (MN)

ED222674 CE034039

A Model for Infusing Energy Concepts into Vocational Education Programs. Solar Energy Curriculum Guide.

Delta Vocational Technical School, Marked Tree, AR.
Spons Agency-Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
Pub Date 28 Feb 82
Note-1,276p.; Not available in paper copy due to colored paper. For a related document, see CE 034 038.
EDRS Price - MF10 Plus Postage. PC Not Available from EDRS.
Descriptors-*Air Conditioning; Blueprints; *Competency Based Education; Criterion Referenced Tests; Curriculum Guides; Electricity; Electric Motors; Electronic Equipment; Equipment Utilization; *Fused Curriculum; Hand Tools; *Heating; Human Relations; Machine Tools; Plumbing; Safety; Secondary Education; *Solar Radiation; *Vocational Education; Welding
Identifiers-*Energy Education; Soldering

This solar energy curriculum guide is designed to assist teachers in infusing energy concepts into vocational education programs. It consists of 31 competency-based instructional units organized into 10 sections. Covered in the sections are the following topics: related instructions (history and development; human relations; general safety; building, plumbing, and electrical codes; and applying for a job); electricity (fundamentals of electricity, electric power, and electric test instruments), electric motors and contacts (introduction to electric motors, split-phase motors, and capacitor motors); tools and equipment (basic hand tools, solar technician's tool box, special tools, power tools, and equipment); soldering, cutting, and welding; piping (pipe, pipe fittings, and joining pipe); blueprint reading; solar hot water systems (components and system installation); safety in air conditioning; and heating and cooling (special tools, solar assisted heat pumps, and solar absorption systems). Each unit contains the following: a performance objective, suggested activities for instructors and for students, information sheets, transparency masters, assignment sheets, job sheets, criterion-referenced tests, and test answers. (MN)

ED222675 CE034042

Book of Ideas in Business Education. Activities and Ideas to Motivate Students toward Improved Business Education. Revised.

Oklahoma State Dept. of Education, Oklahoma City.
Pub Date 82
Note-206p.; For related document, see ED 154 254.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Accounting; Business Administration; Business Communication; *Business Education; Business English; Computers; Consumer Education; Guidelines; *Instructional Innovation; Instructional Materials; *Learning Activities; *Motivation Techniques; Office Machines; Office Management; Office Occupations; *Office Occupations Education; Secretaries; Shorthand; *Student Motivation; Testing; Typewriting
Identifiers-Business Law; Business Mathematics

This ideabook consists of activities and ideas to motivate students in various business education courses. Following an introductory discussion of general instructional approaches and motivational techniques, various business education subject areas are covered. Included among these are accounting, business communications, business English, business law, business machines, business mathematics, business organization and management, careers, computers, consumer education, general business, secretarial and office procedures, shorthand, and typewriting. Among those items provided in the guide are concepts and methods of teaching, teaching standards, tips for maintaining discipline, tips for motivating students, suggestions for setting up learning activities, ideas to add variety to classes, innovative testing and grading techniques, learning activities, bulletin board and display ideas, sample posters, and suggested field trips. (MN)

ED222676 CE034046

Three Year Oklahoma Annual Program Plan for Adult Education. Fiscal Years 1983-1985.

Oklahoma State Board of Education, Oklahoma City.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date 82
Note-194p.; Parts of the appendix may not reproduce well due to small type.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Adult Education; Advisory Committees; Demonstration Programs; *Educational Planning; *Master Plans; Needs Assessment; Program Administration; Program Budgeting; Program Development; Program Evaluation; Resource Allocation; *Statewide Planning
Identifiers-*Oklahoma

This document contains the State plan designed to enable the State Department of Education to implement an adult education program in Oklahoma that will meet the critical educational needs of the adult population. Sections of the plan include purpose; state definitions; legal authority; audits, goal statement, administrative provisions; organization; fiscal control; organization of the participatory planning task force; cooperation with other organizations and agencies; program information (publicity); use of resources; advisory committee; program planning, budgeting, and evaluation; program priorities; allocation of resources; programs of instruction; applicant assurances; annual program plan format; specific program priorities and objectives; activities and procedures; evaluations of applications for funds; applicants for adult education funds; 310 special experimental demonstration projects and teacher training; 310 applications; criteria for evaluating 310 projects; submission of applications; application review panel; reports; and dissemination. Appendixes, amounting to over one-half of the document, include organizational charts, materials relating to task force involvement, outreach results FY 1980-82, section 306 and 310 project application procedures, and 306 and 310 project evaluation instruments. (YLB)

ED222677 CE034049

Mitra, Sudhansu B.
Validation Criteria for Job Adjustment of Disadvantaged Youth.
Coppin State Coll., Baltimore, Md.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Dec 80
Grant-NIE-G-78-0002
Note-34p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement; Academic Aptitude; Black Youth; Career Education; Demography; *Disadvantaged Youth; Educational Attainment; *Education Work Relationship; Experiential Learning; Job Training; *Program Content; *Program Effectiveness; Secondary Education; Secondary School Curriculum; Student Characteristics; *Vocational Adjustment
Identifiers-*Comprehensive Employment and Training Act; *Harbor City Learning Program MD; Maryland (Baltimore)

A study examined the Harbor City Learning (HCL) Program in Baltimore, Maryland to determine how educational programs sponsored by the Comprehensive Employment and Training Act (CETA) could better prepare inner city youth to perform successfully in a number of jobs or occupations. Specifically, the study investigated the characteristics of the students who become involved in regular in-school programs and in the alternative HCL program, the differential program impact on the study groups, and empirical evidence supporting the implications of major theories of career development. Selected for the study population were 457 black youths who graduated from in-school programs and from the HCL Center. After examining data pertaining to the subjects' demographic characteristics, aptitudes, school performance, last regular school curricula, and job requirements, researchers concluded that the HCL Center is serving a useful purpose inasmuch as its vocationally oriented training program has helped participants acquire the same aptitude levels as their peers from the regular schools. In addition, the HCL outreach program managed to graduate students whose early school records were very poor. However, in regard to job performance, the results are discouraging for both the regular school and HCL graduates. (MN)

ED222678 CE034050

Finstuen, Kenn; Weaver, Charles N.

Occupational Attitude Inventory: Use in Predictions of Job Satisfaction, Reenlistment Intent, and Reenlistment Behavior. Interim Report for Period March 1979-December 1981.

Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div.

Report No-AFHRL-TR-82-21

Pub Date Oct 82

Note-45p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Attitude Measures; *Job Satisfaction; *Military Personnel; Questionnaires; Surveys; Test Reviews; *Test Validity; *Work Attitudes

Identifiers-*Air Force Occupational Attitude Inventory; Military Reenlistment

A validation study assessed the effectiveness of the Air Force Occupational Attitude Inventory (OAI) in predicting job satisfaction, reenlistment intent, and reenlistment behavior. First, the OAI survey instrument was administered to 1,217 first-term airmen in 1973 and to 4,784 first-term airmen in 1975. Next, criteria consisting of concurrent statements about global job satisfaction, reenlistment intent and subsequent reenlistment behavior were regressed on responses to the 189 non-supervisory occupational attitude items of the OAI and a set of 53 biographical and job-related predictor variables. After cross-validating the OAI responses for each year against the three criteria from the other year, researchers concluded that the OAI was significantly related to global job satisfaction, reenlistment intent, and actual reenlistment. Variance in the criteria was improved by 9 percent to 59 percent with the OAI over the amount achieved with biographical and job-related variables. Based on these findings, recommendations were made calling for use of the instrument in guiding management activities to improve job satisfaction in the enlisted force. (MN)

ED222679 CE034051

Adult Education Resource Center. Final Report.

Portage Township Schools, Ind.
Spons Agency-Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.
Pub Date 30 Jun 82
Note-91p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Adult Education; Adult Educators; Curriculum Study Centers; Educational Research; *Education Service Centers; *Information Dissemination; Information Networks; *Inservice Teacher Education; Institutional Cooperation; Networks; Postsecondary Education; *Regional Programs; *Resource Centers; Shared Services; Staff Development; Teacher Centers; Vocational Education
Identifiers-310 Project; Indiana (Portage)

The Portage (Indiana) Adult Education Resource Center was created to serve the needs of adult education staff in the northern third of Indiana. Four assumptions underlie the creation of the center and its expansion of services in fiscal year 1982. These assumptions were: (1) learning activities for staff members should be of sufficient duration to provide real learning experiences; (2) training activities should be designed within the organizational and philosophical realities of adult education programs; (3) activities should encourage person-to-person contact across geographic lines; and (4) a regional basis is the most effective means of providing staff development activities to the largest population of adult education personnel. The Resource Center met these goals by disseminating information on special projects and other reports and techniques, offered workshops and other training sessions, served a networking purpose, encouraged programming relevant to teacher concerns, developed publications such as newsletters, and established a teacher committee to ensure relevance of the center's activities. Evaluation of the center showed positive impact of the center on its target population. (KC)

ED222680 CE034052

Newman, Anabel; Huffman, Ruth E.

Collection, Evaluation, Dissemination System (CEDS). An Index of 309/310 Adult Basic Education Projects, Indiana 1976-1981. Final Report.

Indiana Univ., Bloomington. School of Education.

Spons Agency-Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.

Pub Date 82

Note-39p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Basic Education; Adult Educators; Adult Programs; *Demonstration Programs; Diffusion (Communication); *Educational Innovation; *Information Dissemination; Program Evaluation; *Teacher Education

Identifiers-310 Project; Indiana

The purpose of the CEDS project was to assist funded resource centers in the collection and review of completed adult basic education special projects in Indiana. Successful special projects for 1976-81 that resulted in publication of products were identified by applying criteria presented in three instruments. Product reports were then obtained and judged as to suitability for dissemination by electronic means, hands-on experience, workshops, or other dissemination media. An index of special projects was printed and disseminated. Each of the 24 projects was analyzed, and appropriate marketing strategies were recommended. A needs-analysis questionnaire was also administered to approximately 100 adult basic education personnel to identify the appropriate audience for the special projects. The Indiana University SUVON line and microcomputers located throughout Indiana were identified as suitable for use in a statewide communication network. It was concluded that efforts to disseminate products and to diffuse innovations should be intensified, specifications for final products should be formulated, copies of 310 products should be readily available, project evaluations should be more informative, and project publications should be disseminated. Appendixes include the instruments, questionnaires and list of the special projects. (YLB)

ED222681 CE034053

Costs and Benefits of Indiana ABE--An Evaluation of Adult Basic Education in Indiana. Phase III: Local Program Issues.

New Educational Directions, Crawfordsville, Ind.
Spons Agency-Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.
Pub Date Jul 82
Note-142p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Adult Basic Education; *Cost Effectiveness; *Educational Practices; Evaluation Criteria; Program Costs; *Program Evaluation; School Districts; *State Programs
Identifiers-310 Project; *Indiana

A study examined the costs and benefits of Indiana adult basic education (ABE). Designers of the study sought to identify those programs that are cost effective/cost efficient and to establish a viable ABE local program accountability system. Included among the major study activities were the following: formation of a steering committee, site visits to 46 local program sites, pop quizzes of ABE staff during the site visits, completion of a registration form checklist, a computer analysis of individual program financial statistics, a literature search, completion of a program proposal review, presentations, fiscal interviews, and a document review. Using a per-program cost figure based upon identified sources of ABE direct expenditures, researchers showed that as the percent of level 1 student enrollment increases so does cost per contact hour. While increases in the percentage of full-time teachers increased the cost per enrollment, increases in the percent of teachers' aides had the opposite effect. Researchers recommended that the following factors be considered in developing program evaluation measures: the reasons students left a program, students' progress at the time of their exit from a program, and followup data on program completers. (MN)

ED222682 CE034056

Martin, Karen C.
Microcomputer Assisted Instruction in Adult Basic Education.
Indiana Vocational Technical Coll., Lebanon.
Spons Agency-Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.

Pub Date [82]
Note-44p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Basic Education; *Computer Assisted Instruction; *Computer Programs; Educational Media; Media Selection; *Microcomputers
Identifiers-310 Project

This guidebook is intended to provide introductory knowledge to adult education teachers and administrators who are interested in the purchase and use of microcomputers. Although the emphasis is on adult basic education, most information is applicable to adult secondary settings. Section 1 is a brief history of computer development. Section 2, on hardware and software, covers basic component parts of a microcomputer, types of computer-assisted instruction, other educational uses, and selection of courseware packages and hardware for purchase. The way in which a microcomputer works is the topic of section 3. The final section discusses the need for computer awareness and computer literacy. An appendix provides listings of educational computing organizations, educational microcomputer newsletters, microcomputer magazines, book catalogs, information networks, educational publishing companies, microcomputer manufacturers, software review catalogs, software catalogs, and other resource materials. (YLB)

ED222683 CE034058

P.A.C.E.S. (Promoting Adult Career Education On-Site.) Final Report.
Fort Wayne Women's Bureau, Inc., Ind.
Spons Agency-Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.
Pub Date 30 Jun 82
Note-35p.; For related document, see ED 210 479.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Education; *Career Counseling; *Career Education; Demonstration Programs; *Information Dissemination; *Inservice Teacher Education; Instructional Improvement; Teacher Workshops; *Technical Assistance
Identifiers-310 Project; Indiana

The P.A.C.E.S. (Promoting Adult Career Education On-Site) project disseminated information about career education materials and methods for adult students that were previously developed in Indiana's 310 projects. Five regional training workshops were conducted to disseminate information about the use of adult career counseling materials and techniques developed in previous 310 projects. Over 75 adult educators and service providers attended these training sessions. P.A.C.E.S. also offered to workshop participants eight on-site followup technical assistance sessions to demonstrate use of selected career education methods and materials with students. Copies of audiovisual products and a teacher's guide which were developed under an earlier 310 project were also disseminated to adult education programs and resource centers. Evaluation results from workshops showed that participants felt they had gained in knowledge of adult career education. The followup visits to individual programs were considered an effective strategy to show teachers how materials could enhance their curriculum. (Appendixes include sample workshop handouts and an evaluation form.) (YLB)

ED222684 CE034059

Project Update. Final Report.
Indianapolis Public Schools, Ind.
Spons Agency-Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.
Pub Date 30 Jun 82
Note-89p.; A teacher training project.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Adult Basic Education; Adult Education; Adult Educators; Bibliographies; Demonstration Programs; Directories; *Information Centers; Information Dissemination; Information Services; Information Sources; *Inservice Teacher Education; *Instructional Innovation; Material Development; Teacher Workshops; *Technical Assistance
Identifiers-310 Project; *Indiana (Central); *Project Update

The purpose of Project Update was to design and implement resource assistance activities to get 310 special projects into the hands of the adult basic education (ABE) classroom teacher and to provide inservice activities to ABE practitioners in Central Indiana. An advisory committee was established to counsel project personnel. To keep ABE personnel informed of statewide 310 projects and other innovative practices in adult education, these activities were completed: publication and distribution of a description of 310 special projects and a newsletter, workshops, project presentations and/or displays at conferences and workshops for adult educators, and establishment of cooperative relationships with existing resource centers. Other services were implemented to link ABE teachers with information sources and to encourage sharing of ABE ideas and methods, including dissemination of an annotated collection of resources, technical assistance, development of bibliographies relevant to ABE, establishment of an idea bank, and publication of an idea book. (Appendixes, amounting to over one-half of the report, include a sample workshop agenda, groups and agencies with which collaborative relationships were established, a sample of the annotated collection of resources, and other sample project materials.) (YLB)

ED222685 CE034060

Berndt, Don; Stengel, Ron
Utilization of Alcohol Fuel in Spark Ignition and Diesel Engines.
Minnesota Curriculum Services Center, White Bear Lake.
Spons Agency-Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
Pub Date Jul 81
Note-63p.; Photographs may not reproduce well. For related document, see CE 034 061.
Available from-Minnesota Curriculum Services Center, 3554 White Bear Avenue, White Bear Lake, MN 55110-5496 (B419C, $2.75).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Auto Mechanics; Behavioral Objectives; Diesel Engines; *Engines; Fuels; Instructional Materials; Postsecondary Education; Seminars; Trade and Industrial Education
Identifiers-*Alcohol Fuels; Carburetors; *Engine Modification; Ethanol; Ignition Systems

These five units comprise a course intended to prepare and train students to conduct alcohol fuel utilization seminars in spark ignition and diesel engines. Introductory materials include objectives and a list of instructor requirements. The first four units cover these topics: ethanol as an alternative fuel (technical and economic advantages, properties of ethanol and gasoline), engine coversions (three main methods of utilizing alcohol in a spark ignition engine), engine conversion through carburetor modifications and ignition timing adjustments, and alcohol fuel in a diesel engine (six stages of diesel combustion, diesel and alcohol test results). Unit 5 lists references and available additional information and provides a glossary of alcohol-related and automotive terms. (YLB)

ED222686 CE034061

Boerboom, Jim

Alcohol Fuel By-Product Utilization and Production.

Minnesota Curriculum Services Center, White Bear Lake.

Spons Agency-Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Pub Date Jul 81

Note-115p.; For related document, see CE 034 060.

Available from-Minnesota Curriculum Services Center, 3554 White Bear Avenue, White Bear Lake, MN 55110-5496 (B419B, $2.75).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Auto Mechanics; Diesel Engines; *Engines; *Facility Guidelines; Federal Regulation; *Fuels; Manufacturing; Postsecondary Education; *Production Techniques; Trade and Industrial Education; Workshops

Identifiers-*Alcohol Fuels; Byproducts; *Engine Modification

Ten lessons comprise this curriculum intended to assist vocational

teachers in establishing and conducting an alcohol fuels workshop on engine modification and plant design. A glossary is provided first. The 10 lessons cover these topics: the alcohol fuel plant, feedstock preparation lab, distillation lab, fuel plant processes, plant design lab, fuel plant earnings, by-product uses, engine modification (spark ignition), engine modification (diesel), and government regulations and permits. Each lesson contains an instructor's sheet with objectives, class activities, lab preparation, and references; student learning activities; and class handouts. Following a bibliography is a list of supplies and equipment needed to teach the course. (YLB)

ED222687 CE034063

Medina, Linda, Comp.

Community Resources Guide for Central Florida = Una Guia de Recursos en la Comunidad de Florida Central.

Orange County Public Schools, Orlando, Fla.

Pub Date 82

Note-71p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Banking; *Community Resources; Employment; Employment Interviews; *Hispanic Americans; *Laws; Money Management; Multilingual Materials; Police; Private Agencies; *Public Agencies; Refugees; *Social Agencies; *Voluntary Agencies

Identifiers-*Florida

Designed to orient Hispanic refugees to the services that are available in Central Florida, this bilingual guide consists of a section of general information on living and working in the United States and a section devoted to various public and private agencies. Provided first are addresses and phone numbers of various government agencies: hospitals, ambulance services, libraries, police departments, railroads, airlines, buslines, and religious organizations. Next, various aspects of life in the United States are discussed, including home leases, bank accounts, working in the United States, applying for a job, education in the United States, laws pertaining to refugees and citizenship, family laws, other miscellaneous laws, police, legal assistance, and holidays. Described next are 35 public and private agencies. Each description includes some or all of the following information: agency name, agency address, agency hours, nature and scope of services provided, and availability of interpreters. All information is presented first in Spanish and then in English. (MN)

ED222688 CE034067

Belloncle, Guy

Non-Formal Education and Farm Cooperatives in West Africa. Occasional Paper #8.

Michigan State Univ., East Lansing. Non-Formal Education Information Center.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C. Office of Science and Technology.

Pub Date 82

Note-39p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education; Case Studies; *Cooperatives; *Developing Nations; *Farmers; *Nonformal Education; Rural Areas; Rural Development

Identifiers-*Africa (West); Mali; Senegal

Although failures have been encountered in the West African cooperative movement, farm cooperatives are an indispensable tool for rural development. They can generate an investment budget at the village level and can provide a stimulating framework for education. The Senegalese farm cooperative movement has experienced a number of problems. Three sets of reasons can explain the failure of the credit (for agricultural inputs) function of the cooperative movement--economic, pedagogical, and sociological. Reasons for the failure of the marketing function are the kind of storage system used in the cooperative markets and the accounting system used. Solutions include reorganization of the cooperative, reform of storage and accounting systems, and nonformal education of members. The more promising Malian experience has resulted in surplus capital that village associations decided to invest collectively in productive investments. The dissemination of a newly developed accounting system in Bambara, the predominant African language of the region, has led villages to restart or set up literacy centers. Some conclusions from these two case studies are that the cooperative must be anchored at the individual village level and that nonformal education is likely to fail if it is not established within the appropriate economic framework.(YLB)

ED222689 CE034069

Blaustein, Saul J.
Unemployment Insurance Fund Insolvency and Debt in Michigan.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
Report No-ISBN-0-88099-004-X
Pub Date 82
Note-91p.
Available from-W. E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 ($5.95; quantity discounts available).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Change Strategies; Employer Attitudes; Employment Projections; Federal Programs; Financial Needs; *Financial Problems; Needs Assessment; *Program Improvement; Public Policy; *State Legislation; *State Programs; *Taxes; Trend Analysis; *Unemployment Insurance
Identifiers-*Michigan

Without changes in Michigan's unemployment insurance law, the state's unemployment insurance debt will probably reach $3.8 billion by the end of 1985. Currently, Michigan's employers pay unemployment insurance tax rates that vary from 1 to 9 percent, depending upon the amount of benefits charged against their accounts. Beginning with the federal unemployment insurance payroll tax due for 1982 (payable January 1983) Michigan employers will have to pay an additional uniform penalty rate each year. Many employers who provide relatively stable employment opportunities object to sharing equally in the payment of past excess costs of other employers who have generated the debt. In addition, many employers in areas particularly hard-hit by unemployment feel that additional taxes would, at this time, seriously hamper their recovery efforts. A number of changes in the existing state unemployment insurance program have also been suggested, including instituting a new employee tax, stiffening qualifying requirements for benefits, imposing a noncompensable waiting week, and freezing the maximum weekly benefit amount. While the burdens to be faced in dealing with Michigan's insolvency problem are considerable and painful to bear, failure to take some remedial action will probably increase the state's economic problems. (MN)

ED222690 CE034073

Automatic Data Processing, 4-1. Military Curriculum Materials for Vocational and Technical Education.

Army Ordnance Center and School, Aberdeen Proving Ground, Md.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 78

Note-166p.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Autoinstructional Aids; Behavioral Objectives; *Business Education; *Computer Literacy; *Computer Science Education; *Computer Storage Devices; *Data Processing; Data Processing Occupations; Digital Computers; High Schools; Individualized Instruction; *Input Output Devices; Learning Activities; Pacing; Postsecondary Education; Secondary Education; Textbooks

Identifiers-Military Curriculum Project

These two texts and student workbook for a secondary/postsecondary-level correspondence course in automatic data processing comprise one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and

curriculum development in a civilian setting. The purpose stated for the individualized, self-paced course is to provide general knowledge of punched card machines and automatic digital computers. It is intended for use as an introduction or sub-unit in computer programming or business and office practice courses. The course contains two lessons. The first, "Introduction to Punched Card Machines," contains four sections on general information and background, punched cards, punched card equipment, and basic considerations of report designing. The second lesson, "Introduction to Automatic Digital Computers," contains seven sections discussing classification of computers by use, computer arithmetic, functional elements of computers, classification of computers by generation, storage devices, and input-output devices. Appendixes cover references, computer arithmetic, and solutions to practical exercises. The student workbook contains review exercises and an exercise response list. Supplemental pamphlets contain the informative materials. A course examination is provided, but no answers are available. (YLB)

ED222691 CE034074

Antenna Construction & Propagation of Radio Waves, 5-1. Military Curriculum Materials for Vocational and Technical Education.

Marine Corps, Washington, D.C.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 78

Note-139p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Electricity; Military Personnel; Military Training; Postsecondary Education; *Radio; Secondary Education; *Technical Education

Identifiers-*Antennas; Military Curriculum Project; *Radio Waves; Wave Propagation

These military-developed curriculum materials consist of five individualized, self-paced chapters dealing with antenna construction and propagation of radio waves. Covered in the individual lessons are the following topics: basic electricity; antenna transmission-line fundamentals; quarter-wave antennas, half-wave antennas, and associated radio patterns; long-wire antennas and antenna propagation; and radio wave propagation. Each lesson contains reading assignments and review exercises. (MN)

ED222692 CE034078

Douglas, Denise; And Others
Career Planning for Chicano/Latino Students.

San Jose City Coll., Calif.
Spons Agency-California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date [82]
Contract No-43-69658-3-0-454
Note-435p.; For a related document see ED 205 695.
EDRS Price - MF01/PC18 Plus Postage.
Descriptors-Bilingual Instructional Materials; Career Awareness; Career Education; *Career Planning; Community Colleges; *Cultural Awareness; *Decision Making; Economic Factors; Employment Opportunities; *Hispanic Americans; *Job Search Methods; Labor Force; Mexican Americans; Postsecondary Education; Self Concept; Self Evaluation (Individuals); Work Environment
Identifiers-*Chicanos; *Latinos

This career planning curriculum is designed for use with Chicano or Latino community college students. Addressed in the curriculum are the following topics: cultural and self-awareness; career awareness (self-assessment, assessment of jobs and organizations, economic awareness, and Hispanics in the work force); decision making and planning (making decisions and developing an action plan); and job search skills and job success (resumes, letters, and applications; finding the right employer; job interviews; issues relevant to the Chicano/Latino employee, and what employers expect). Each section contains instructor materials (objectives and a rationale) and student materials (handouts, exercises, and discussion questions). All student materials (with the exception of a few in the fourth section) have been translated into Spanish so that the course may be taught either in Spanish or in English. (MN)

ED222693 CE034080

Scales, Virginia

VESL: Vocational English as a Second Language. Focus: Electronics.

San Jose City Coll., Calif.

Pub Date [82]

Note-97p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Dialogs (Language); *Electricity; *Electronics; *English (Second Language); *Grammar; Hand Tools; Measurement Techniques; Pronunciation; Safety; Secondary Education; *Vocabulary; *Vocational Education

Identifiers-Soldering; Vocational English as a Second Language

These instructional materials are designed to help non-English speaking students in electronics classes to improve their knowledge of English. Covered in the six units are the following topics: safety, hand tools, measuring electricity, component identification, component function, and basic soldering. The lessons include readings, vocabulary lists, dialogs, aural and written drills, as well as grammar and pronunciation exercises. Although teaching electronics is not one of the goals of these materials, the lessons are organized around basic information about electronics and electricity. (MN)

ED222694 CE034092

Conter, Robert V.; Nash, Peg

Application of Task Inventories for Vocational Curricula Development.

Arizona Univ., Tucson. Div. of Continuing Education.
Spons Agency-Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education.
Pub Date [82]
Note-139p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Appliance Repair; Auto Mechanics; Child Care Occupations; Competence; Electrical Occupations; Electromechanical Technology; Electronic Technicians; *Employee Attitudes; *Job Skills; *Occupational Information; Postsecondary Education; Programing; Questionnaires; Real Estate Occupations; Secondary Education; Surveys; *Task Analysis; Teacher Aides; *Vocational Education
Identifiers-Arizona; Buyers; Waiters Waitresses

A project was undertaken to identify common skill and knowledge competencies in various occupational areas in order to provide vocational instructors and administrators with an up-to-date skill analysis for use in curriculum development. To compile this data base, researchers developed task surveys to determine the minimum competencies needed by workers in the following occupations: appliance repairer, buyer, computer operator, computer programmer, diesel mechanic, electronic mechanic, electronic technician, nursery school attendant, real estate agent, solar technician, teacher aide, and waiter/waitress. Six of the 12 occupations were selected to have task inventories verified by vocational advisory committees already established at Pima Community College in Arizona. For the other six occupations, contacts were made with various private businesses and public agencies. The number of incumbent employees responding to each inventory ranged from 7 to 35, and the number of task statements on the individual inventories ranged from 32 to 201. Data collected from the inventories were analyzed and compiled into competency listings for each occupation. (All 12 inventories and competency listings are included in the report.) (MN)

ED222695 CE034094

Teuber, Robert

D.O.T. In-Service Training: A Prerequisite to CBVE.

Pub Date [81]

Note-25p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Competence; *Competency Based Education; Curriculum Development; Educational Needs; Educational Planning; Education Work Relationship; *Industrial Arts Teachers; *Inservice Teacher Education; *Job Skills; Needs Assessment; *Occupational Information; Program Descriptions; Program Implementation; Relevance (Education); Shop Curriculum; *Vocational Education

Identifiers-*Dictionary of Occupational Titles; Erie County Technical School PA

An inservice training program was implemented at the Erie County Technical School in Pennsylvania to familiarize school shop teachers with the Dictionary of Occupational Titles (DOT) so they could use it as a tool to develop relevant competency-based vocational education (CBVE) programs. Addressed during the inservice were the following topics: unlocking that portion of the DOT that most relates to given shop areas, identifying occupational titles describing areas that program graduates are prepared to enter, isolating entry-level and additional training occupations, and extracting worker actions and tools used from given DOT definitions. After the occupational information obtained by the workshop participants was validated by Craft Advisory Committee members, the end products of the inservice were shared with a wider audience of interested students, parents, counselors, and other school and community personnel. The inservice, which can be offered in four hours, has been implemented successfully in seven different sites throughout Pennsylvania and has proven to be a valuable means of providing shop teachers with the knowledge of the recent development in the world of work that is prerequisite to the development of current and relevant CBVE curricula. (MN)

ED222696 CE034097

Hills, Stephen M.

How Craftsmen Learn Their Skills: A Longitudinal Analysis.

Ohio State Univ., Columbus. Center for Human Resource Research.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Nov 81
Note-50p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis; *Craft Workers; Educational Benefits; *Job Skills; *Job Training; Longitudinal Studies; *On the Job Training; Outcomes of Education; Participation; Postsecondary Education; Racial Factors; Salary Wage Differentials; Secondary Education; *Skill Development
Identifiers-*Formal Education; *Informal Education; National Longitudinal Surveys

A longitudinal study examined the processes by which craftsmen acquire the skills required for their jobs. Using data from the young men's cohort of the National Longitudinal Surveys, researchers examined the job training obtained by a sample of 1,525 young men between the years 1966 and 1976. Among the areas addressed were the following: the importance of informal on-the-job training, the ways in which those who receive no formal training acquire their skills, the comparative economic benefits of formal and informal training, and the existence of any significant racial differences in the training process and its outcomes. The study revealed that even in crafts occupations a substantial proportion of young men obtain their skills through informal methods. In fact, over 40 percent of those holding crafts positions did not participate in skilled, manual training programs, and an additional 30 percent received some sort of on-the-job training. Formal training does, nevertheless, yield a substantial wage benefit for those who obtain it. Fewer black craftsmen received formal training than did their white counterparts. Furthermore, blacks were less apt to have apprenticeship or other formal training offered through employers. Recommendations called for continued support for training methods that compensate for blacks' low participation in apprenticeship programs. (MN)

ED222697 CE034099

The Role of Business in Employment and Training.
National Alliance of Business, Inc., Washington, D.C.
Pub Date Mar 82
Note-22p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Business; Delivery Systems; *Employment Programs; Federal Legislation; Government Role; *Job Training; Needs Assessment; *Program Development; *Program Effectiveness; Program Improvement; Public Policy; Trend Analysis
Identifiers-*Comprehensive Employment and Training Act; *Private Sector; Skill Training Improvement Program

Analysis of data pertaining to the nature, scope, and effectiveness of business involvement in employment and training programs reveals that private sector experiments in employment and training, such as the Comprehensive Employment and Training Act (CETA) Title VII and the Skill Training Improvement Program (STIP), have produced results superior to those of standard CETA programs. The private sector programs examined generally exhibit higher placement and lower cost-per-placement rates than do their federally funded counterparts. While it is clear that business involvement can make a major difference in program results, it is equally clear that private sector involvement in employment-related programs has been limited. This is largely due to numerous obstacles in the CETA system, including a lack of funding, a lack of authority over staff and resources, and a lack of flexibility in program design. To encourage solid business participation in employment-related programs the federal government must work to improve the public image of CETA and to prepare the ground for local public/private action, rather than continue its heavily regulated and fragmented approach to administering CETA. (MN)

ED222698 CE034100

Fingeret, Arlene

Through the Looking Glass: Literacy as Perceived by Illiterate Adults.

Pub Date Mar 82

Note-14p.; Presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Basic Education; *Adult Literacy; Adults; Community; *Cultural Context; *Illiteracy; *Literacy Education; Negative Attitudes; *Reading Attitudes; Social Influences; *Student Educational Objectives

A qualitative study examined the way in which literacy is perceived by illiterate adults. To identify the perceptions of illiterate adults toward literacy, researchers conducted in-depth unstructured interviews with 40 illiterate native English speaking adults living in a northeastern urban area. Half the members of the study sample are currently participating in local literacy programs. While the illiterate adults interviewed all agreed that it would be nice to know how to read and write, some of those surveyed feared that the development of literacy skills and the subsequent increase in independence that literacy brings may entail losing one's place in the fabric of social life that exists in largely illiterate subcultures. A positive sense of community, with illiteracy as one of the factors contributing to it, often combines with negative images of literate people as individuals who lack common sense, thus leading many illiterate adults to desire literacy skills only instrumentally. At least in the present study sample, illiteracy is viewed as a continuum. On the one end, it is most positively tied to one's place in the community. On the other end, however, it is identified as a degrading lack in the eyes of the larger society. (MN)

ED222699 CE034101

Flanagan, John C.

Some Findings on the Extent to Which Social and Educational Programs Affect the Quality of Life.

Pub Date 26 Jul 82
Note-15p.
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Economic Factors; Educational Benefits; *Family Influence; Influences; *Middle Aged Adults; National Surveys; *Older Adults; Peer Influence; *Quality of Life; Social Influences; *Socioeconomic Influences; *Work Attitudes

A national survey examined the factors that are primarily responsible in determining an individual's overall quality of life. Using the critical incident technique, researchers surveyed a representative sample of 50- and 70-year-old adults in the United States in order to determine which of 15 factors they felt had negative and positive effects on their quality of life. Considered in the survey were the following factors: spouse, children, friends, work, health, socializing, active recreation, relatives, material well-being, passive recreation, helping, understanding oneself, learning, creativity, and government. The respondents were asked to identify the three areas that had the most positive effects on their lives at age 30, age 50, and at present. Over the life span, "spouse" is the most frequent single dominant positive factor. Men considered work and children the second and third most positive influences on their quality of life, whereas women considered children and then work the second and third most positive factors in their quality of life. Both men and women identified material well-being as the single dominant negative factor determining quality of life. Both sexes mentioned learning, health, and spouse as important negative factors. (MN)

ED222700 CE034150

Miller, Thomas W.

The Business and Industry Perspective on U.S. Productivity: Implications for Vocational Education. Occasional Paper No. 82.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Pub Date Mar 82
Note-23p.
Available from-National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (OC82--$2.50).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Business; *Business Responsibility; *Computer Assisted Instruction; Educational Needs; Educational Objectives; Educational Practices; *Employment Programs; Industry; Postsecondary Education; *Productivity; Program Descriptions; Program Development; *School Business Relationship; Secondary Education; *Vocational Education
Identifiers-*Control Data Corporation; Private Sector; United States

The current lag in U. S. productivity has many implications for vocational education. Before discussing the role of vocational education in easing the productivity crisis, it is necessary to understand the causes of the crisis. Included among these are rising energy prices; the segmentation of the American work force, by both geography and skills; high turnover due to lack of work readiness or to critical skill shortages in certain occupations; and the displacement of workers by automation. The solution to these problems lies in improved education and traifing. In response to the need for innovative and effective training techniques, the Control Data Corporation has developed a number of products and programs, including the following: (1) a competency-based computerized education system called PLATO; (2) a program to help chronically unemployed youth find and keep jobs (entitled Fair Break); (3) a campaign to train and place disadvantaged people in skilled career positions; (4) a program called HOMEWORK that allows the disabled and/or homebound to work at home through a network of computer terminals; and (5) twenty-four Control Data Institutes that provide essential job training in the fields of computer programming and maintenance. (MN)

ED222701 CE034153

Watkins, Wesley W.

The Entrepreneurs of Entrepreneurship. Occasional Paper No. 84.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date 82

Note-16p.

Available from-National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (OC 84--$2.25).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Demonstration Programs; *Entrepreneurship; Financial Support; *Innovation; Job Development; Poverty Areas; *Program Development; *Rural Areas; School Role; Secondary Education; State Departments of Education; *Technical Education; Vocational Education; Work Experience Programs

Identifiers-*Kiamichi Area Vocational Technical Schools OK; Oklahoma

The Oklahoma State Department of Vocational-Technical Education has initiated a national demonstration project to develop and implement an entrepreneurship curriculum stressing new product and process development. Designed to stimulate entrepreneurship activities and create jobs in an economically depressed rural area, the project will involve (1) the establishment of entrepreneurship classes at Kiamichi Area Vocational-Technical Schools in three Oklahoma cities; (2) the construction of general purpose buildings, called industrial incubators, at each site; and (3) linkage of each school with the Industrial Innovation Center in Durant, Oklahoma, via computer terminals. Each student participating in the program will be given a project to develop a new industry from innovative technology and to draw up plans for creating and operating a company to produce a new product or process based on the innovative technology. The industrial incubators will then be used to start up new businesses managed by the students. Thus far project developers have been successful in their campaign to change state guidelines to allow for construction of the schools at the proposed sites and have initiated construction of the industrial incubators. (MN)

ED222702 CE034154

Holton, Hazel S.

Homemaker-Home Health Aide Program. A Challenge to Vocational Education. A Modified Competency Based Pilot Training Program.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date Jul 79

Note-405p.

EDRS Price - MF01/PC17 Plus Postage.

Descriptors-Adult Day Care; Adult Learning; *Allied Health Occupations Education; Behavioral Objectives; Competence; *Competency Based Education; Curriculum Guides; First Aid; Food Service; Home Economics Skills; *Home Health Aides; *Homemakers; Hygiene; Instructional Materials; Learning Activities; Nutrition; Postsecondary Education; Program Development; Program Evaluation; Publicity; Recruitment; Safety; Sanitation; Secondary Education

Identifiers-*Health Aides; *Home Health Aide Pilot Training Project; Infant Care; Patient Care; Prenatal Care

This curriculum guide is designed to be used by vocational educators in planning, developing, coordinating, and implementing homemaker-health aide programs. It is divided into three parts. Covered first are various aspects of program planning, including planning and organization, the role of the adult educator and the adult learner, and methodology and techniques effective with the adult learner. Seven competency-based instructional units are provided on the following topics: personal care; nutrition, meal planning, food preparation, and food service; housekeeping, sanitation, and safety; maternal, infant, child, and geriatric care; patient care; first aid and emergency procedures; and orientation to community agencies, needs, and services. Included in each unit are an introduction, a duty statement, a performance objective, a criterion-referenced measure, a performance guide, suggested learning activities, and suggested references and resources. The final information concerns program publicity, recruitment, follow-up, and evaluation. A seven-page bibliography concludes the guide. (MN)

ED222703 CE034155

Parnell, Dale

A National Human Resource Development Policy: The Role of Postsecondary Vocational Education. Occasional Paper No. 83.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Pub Date Mar 82
Note-16p.
Available from-National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (OC 83, $2.25).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Economic Development; Economics; *Human Resources; *Labor Force Development; *Policy; *Postsecondary Education; School Role; Technical Institutes; Two Year Colleges; *Vocational Education

Problems of the American economy can be eased by developing a national economic policy based upon human resource development and training. Ten observations on economics can be made as they relate to human resource development and the role of two-year institutions in that area. The poor national economic performance is connected to continued use of worn-out economic policies. People must be encouraged to be trained, not because they are poor, but because they are untapped human resources. More research is needed in the area of how to encourage greater investment in human resource development. Employment growth, currently concentrated in the service sector, must be shifted. Specific steps should be taken to alleviate the discrepancy between high unemployment and skilled worker shortages. The cycle must be completed from new technology to reduced prices to higher quality in order to regain a competitive edge in the world market. New thinking about vocational education and vocational needs is required. Postsecondary institutions need to prepare to serve new types of students--adults with prior life experiences and work history. Urban extension programs are needed to address unique city problems. Finally, a national human resource development policy needs to be implemented through community and technical colleges. (Questions and answers are appended.) (YLB)

ED222704 CE034156

Hopkins, Charles O.

A National Prospectus on Vocational Education: Its Impact on Research and Leadership Development. Occasional Paper No. 85.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date Apr 82

Note-18p.; Paper presented to the National Center for Research in Vocational Education at a Staff Development Seminar.

Available from-National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (OC 85, $2.25).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Delivery Systems; Educational Finance; *Educational Needs; Educational Objectives; Educational Policy; *Educational Research; Financial Support; Government Role; *Leadership; Postsecondary Education; Public Policy; School Business Relationship; *School Role; Secondary Education; Student Needs; *Technological Advancement; *Vocational Education

Vocational educators must look critically at the innovations and changing technology contributing to reindustrialization and must determine their role in training workers with skills necessary to obtain jobs in changing occupations. Included among the areas in which vocational educators must develop new programs are business and industry, energy production, agriculture, construction, industrial maintenance, electronic communications, and health care and support services. As the federal role in vocational education diminishes, vocational education must seek new national leadership. While it is clear that changes will be seen in vocational leadership, it is difficult to predict the source or direction of the change. One thing that can be predicted, however, is the fact that in the future vocational students will be older and will have greater aptitudes and abilities. In addition, increasing numbers of women and handicapped people will enter the ranks of vocational students. Increased demands for more highly skilled workers will increase the need for relevant competency-based vocational instruction. Consequently, vocational administrators must do more to relate their programs to the training needs of business and industry. Furthermore, vocational educators must turn to research to find more efficient delivery systems and must give more consideration to long-range implications in their planning efforts. (MN)

ED222705 CE034160

Tucker, Alvin
The Role of Education in National Defense. Occasional Paper No. 86.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Pub Date Jun 82
Note-17p.
Available from-National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (OC'86, $2.25).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Agency Cooperation; *Armed Forces; *Educational Cooperation; Information Dissemination; *Institutional Cooperation; Military Training; National Defense; Postsecondary Education; Secondary Education; *Technology Transfer; *Vocational Education

Relationships need to be built between the military training system and vocational education. Vocational education, or specialized skill training as the military terms it, provides the skills and knowledge needed in specific military occupations. It has two parts--initial training and progression training. A process called Instructional Systems Development ensures that training is consistent with job requirements. Because of the time required in the process, shortcuts have often been taken to speed up the process and mistakes in the development of some training systems have been made. Corrective action has two forms: lengthening of formal school training and more classroom instruction at or near the job site. Other trends in training include development and use of simulators and simulation technology and experimentation with computer technology and video technologies. One way to broaden the military's partnership with vocational education is through cooperation between the Department of Defense (DOD) and the Department of Education. The DOD has provided training packages to education for conversion to high school curricula for vocational and technical schools. There is interest in vocational education assistance in recruitment, military training, and training for civilians for defense-related industries. The DOD also needs information about the capacity of industries to gear up for defense production. (Questions and answers are appended.) (YLB)

ED222706 CE034161

Civil Rights: Civil Rights Act of 1964 (Amended 1972, 1975, 1978), Title VI, Title VII [and] Educational Amendments of 1972, Title IX. Legal Modules for Vocational Cooperative Education.

Western Michigan Univ., Kalamazoo.
Spons Agency-Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
Pub Date Sep 82
Grant-3382-7852
Note-31p.; For related documents see CE 034 161-170.
Available from-Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824 (10 modules--$10.00).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Case Studies; *Civil Rights; *Civil Rights Legislation; *Cooperative Education; *Federal Legislation; Instructional Materials; Learning Modules; Pretests Posttests; Racial Discrimination; Secondary Education; Sex Discrimination; State Legislation; *Vocational Education
Identifiers-*Civil Rights Act 1964; Michigan; *Title IX Education Amendments 1972

This module deals with various state and federal legislation pertaining to the civil rights of students enrolled in vocational cooperative programs in Michigan. Covered in the module are Title VI and Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 as well as Michigan civil rights legislation. The module, which is designed to be a self-paced, instructional package,

includes a pre-test, answer key, scoring instructions, a reinforcement exercise, case studies with appropriate answers, and additional agency and printed references. (MN)

ED222707 CE034162

Cooperative Education Student Rights and Responsibilities: Federal Family Educational Rights Act and Privacy Act of 1974 [and] Michigan Employee Right to Know Act of 1978. Legal Modules for Vocational Cooperative Education.

Western Michigan Univ., Kalamazoo.
Spons Agency-Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
Pub Date [Sep 82]
Grant-3382-7852
Note-23p.; For related documents see CE 034 161-170.
Available from-Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824 (10 modules--$10.00).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Case Studies; *Cooperative Education; *Federal Legislation; Instructional Materials; Pretests Posttests; Secondary Education; *State Legislation; *Student Responsibility; *Student Rights; Vocational Education
Identifiers-*Employee Right to Know Act 1978 (Michigan); *Family Educational Rights and Privacy Act 1974

This module deals with cooperative education student rights and responsibilities as they are specified in the Federal Family Educational Rights and Privacy Act of 1974 and the Michigan Employee Right to Know Act of 1978. Designed to be a self-paced instructional package, the module includes a pre-test, answer key, scoring instructions, a reinforcement exercise, case studies with appropriate answers, and additional agency and printed references. (MN)

ED222708 CE034163

Fair Labor Standards: Federal Fair Labor Standards Act of 1938, As Amended. Legal Modules for Vocational Cooperative Education.

Western Michigan Univ., Kalamazoo.
Spons Agency-Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
Pub Date Sep 82
Grant-3382-7852
Note-31p.; For related documents see CE 034 161-170.
Available from-Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824 (10 modules--$10.00).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Case Studies; *Cooperative Education; Employment Practices; *Federal Legislation; Instructional Materials; *Labor Standards; Pretests Posttests; Secondary Education; *Vocational Education
Identifiers-*Fair Labor Standards Act

Intended for use by cooperative education program coordinators, this module deals with fair labor standards as they are specified in the amended version of the Federal Fair Labor Standards Act of 1938. The module, which is designed to be a self-paced instructional package, includes a pre-test, answer key, scoring instructions, a reinforcement exercise, case studies with appropriate answers, and additional agency and printed references. (MN)

ED222709 CE034164

Handicapped Student-Learners: Michigan Mandatory Special Education Act, Rehabilitation Act of 1973, Michigan Handicapper's Civil Rights Act, and Michigan's Hire the Handicapped Law. Legal Modules for Vocational Cooperative Education.

Western Michigan Univ., Kalamazoo.
Spons Agency-Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
Pub Date [Sep 82]
Grant-3382-7852
Note-30p.; For related documents see CE 034 161-170.
Available from-Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824 (10 modules--$10.00).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education; Case Studies; *Civil Rights; *Cooperative Education; *Disabilities; Employment Practices; Equal Education; *Federal Legislation; Instructional Materials; Pretests Posttests; Secondary Education; Special Education; *State Legislation; Student Rights; *Vocational Education
Identifiers-Handicappers Civil Rights Act 1976 (Michigan); Hire the Handicapped Law (Michigan); Mandatory Special Education Act (Michigan); *Michigan; Rehabilitation Act 1973

Intended for use by cooperative education program coordinators, this module deals with the rights of handicapped cooperative education program enrollees as they are specified in various pieces of federal and Michigan state legislation. The following laws are covered: the Michigan Mandatory Special Education Act (P.A. 198); the Rehabilitation Act of 1973 (P.L. 93-112); the Michigan Handicapper's Civil Rights Act (Act 220 of the Public Acts of 1976); and Michigan's Hire the Handicapped Law (P.A. 183). Designed to be a self-paced instructional package, the module contains a pre-test, answer key, scoring instructions, a reinforcement exercise, case studies with appropriate answers, and additional agency and printed resources. (MN)

ED222710 CE034165

Mighigan Minimum Wage: Act 154, Public Act of 1964, As Amended and Act 390, Public Act of 1978. Legal Modules for Vocational Cooperative Education.

Western Michigan Univ., Kalamazoo.

Spons Agency-Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date Sep 82

Grant-33B2-7852

Note-30p.; For related documents see CE 034 161-170.

Available from-Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824 (10 modules--$10.00).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Case Studies; *Cooperative Education; Instructional Materials; *Minimum Wage; *Minimum Wage Legislation; Pretests Posttests; Secondary Education; *State Legislation; *Student Rights; *Vocational Education

Identifiers-*Michigan

Intended for use by cooperative education program coordinators, this module deals with the rights of cooperative education program enrollees as they are specified by Michigan minimum wage legislation. Specifically, the module deals with two Michigan laws--Act 154 of Public Act of 1964, as amended and Act 390 of Public Act of 1978. Designed to be a self-paced instructional package, the module contains a pre-test, answer key, scoring instructions, a reinforcement exercise, case studies with appropriate answers, and additional agency and printed resources. (MN)

ED222711 CE034166

Michigan Rules and Regulations. Legal Modules for Vocational Cooperative Education.

Western Michigan Univ., Kalamazoo.
Spons Agency-Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
Pub Date Sep 82
Grant-33B2-7852
Note-22p.; For related documents see CE 034 161-170.
Available from-Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824 (10 modules--$10.00).

EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Alcoholic Beverages; Auto Mechanics; Case Studies; *Cooperative Education; *Employment Practices; Eyes; Facility Guidelines; Health Facilities; Instructional Materials, Pretests Posttests; Safety; Safety Equipment; Secondary Education; State Aid; State Legislation; *State Standards; Student Certification; Student Financial Aid; *Vocational Education
Identifiers-Driving Regulations; *Michigan; *State Regulation; Work Permits

Intended for use by cooperative education program coordinators, this module deals with various Michigan rules and regulations as they pertain to students enrolled in vocational cooperative education programs. The following regulations/areas are covered: driving vehicle regulations, mechanic trainee certification, health facility standards, alcoholic beverages, eye safety protection, work permit issuance, and student state-aid membership. Designed to be a self-paced instructional package, the module contains a pre-test, answer key, scoring instructions, a reinforcement exercise, case studies with appropriate answers, and additional agency and printed resources. (MN)

ED222712 CE034167

Tax Credits: United States Revenue Act of 1978, As Amended. Legal Modules for Vocational Cooperative Education.

Western Michigan Univ., Kalamazoo.

Spons Agency-Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date [Sep 82]

Grant-33B2-7852

Note-22p.; For related documents see CE 034 161-170.

Available from-Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824 (10 modules--$10.00).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Case Studies; *Cooperative Education; Employment Practices; *Federal Legislation; Instructional Materials; Pretests Posttests; Secondary Education; *Tax Credits; *Vocational Education

Identifiers-*Michigan; Revenue Act 1978

Intended for use by cooperative education program coordinators, this module deals with the United States Revenue Act of 1978 as it pertains to vocational cooperative education program enrollees and to employers sponsoring such programs in Michigan. The module, which is designed to be a self-paced instructional package, contains a pre-test, answer key, scoring instructions, a reinforcement exercise, case studies with appropriate answers, and additional agency and printed resources. (MN)

ED222713 CE034168

Unemployment Insurance: Michigan Employment Security Act, P.A. 1936, As Amended and Federal/State Extended Unemployment Compensation Act of 1970. Legal Modules for Vocational Cooperative Education.

Western Michigan Univ., Kalamazoo.

Spons Agency-Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date [Sep 82]

Grant-33B2-7852

Note-19p.; For related documents see CE 034 161-170.

Available from-Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824 (10 modules--$10.00).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Case Studies; *Cooperative Education; *Federal Legislation; Instructional Materials; Pretests Posttests; Secondary Education; *State Legislation; *Unemployment Insurance; *Vocational Education

Identifiers-Employment Security Act (Michigan); *Michigan; Unemployment Insurance Act 1970

Intended for use by cooperative education program coordinators, this module deals with the ways in which legislation governing unemployment insurance pertains to vocational cooperative education programs. Two pieces of legislation--the Michigan Employment Security Act (P.A. 1936, as amended), and the Federal/State Extended Unemployment Compensation Act of 1970--are covered. Designed to be a self-paced instructional package, the module contains a pre-test, answer key, scoring instructions, a reinforcement exercise, case studies with appropriate answers, and additional agency and printed resources. (MN)

ED222714 CE034169

Workers' Compensation: Workers' Disability Compensation Act, P.A. 357 of 1980. Legal Modules for Vocational Cooperative Education.

Western Michigan Univ., Kalamazoo.

Spons Agency-Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date [Sep 82]

Grant-33B2-7852

Note-19p.; For related documents see CE 034 161-170.

Available from-Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824 (10 modules--$10.00).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Case Studies; *Cooperative Education; Instructional Materials; Pretests Posttests; Secondary Education; *State Legislation; *Vocational Education; *Workers Compensation

Identifiers-*Michigan; *Workers Disability Compensation Act 1980

Intended for use by cooperative education program coordinators, this module deals with the way in which the Michigan workers' Disability Compensation Act (P.A. 357 of 1980) affects students enrolled in vocational cooperative education programs in Michigan. The module, which is designed to be a self-paced instructional package, contains a pre-test, answer key, scoring instructions, a reinforcement exercise, case studies with appropriate answers, and additional agency and printed resources. (MN)

ED222715 CE034170

Youth Employment Standards: Youth Employment Standards Act (P.A. 90 of 1978, As Amended). Legal Modules for Vocational Cooperative Education.

Western Michigan Univ., Kalamazoo.
Spons Agency-Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
Pub Date [Sep 82]
Grant-33B2-7852
Note-25p.; For related documents see CE 034 161-170.
Available from-Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824 (10 modules--$10.00).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Case Studies; *Cooperative Education; *Employment Practices; Instructional Materials; Pretests Posttests; Secondary Education; *State Standards; *Vocational Education; *Youth Employment
Identifiers-*Michigan; Youth Employment Standards Act 1978 (Michigan)

Intended for use by cooperative education program coordinators, this module deals with the way in which the Michigan Youth Employment Standards Act (P.A. 90 of 1978, as amended) affects youth employed through vocational cooperative education programs in Michigan. The module, which is designed to be a self-paced instructional package, contains a pre-test, answer key, scoring instructions, a reinforcement exercise, case studies with appropriate answers, and additional agency and printed resources. (HN)

ED222716 CE034175

General Metal Trades Book I. Units of Instruction. Teacher's Guide.

East Texas State Univ., Commerce. Occupational Curriculum Lab.
Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date 82
Note-393p.
Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; Blueprints; Curriculum Guides; *Employment Interviews; Human Relations; Hygiene; Industrial Arts; Instructional Materials; Job Application; Leadership Training; Learning Activities; *Mathematics; *Measurement; Measurement Equipment; Metal Industry; *Metals; *Metal Working; Metric System; Safety; Secondary Education; Student Organizations; Teaching Guides; Tests; *Trade and Industrial Education; Transparencies; Youth Clubs; Youth Leaders
Identifiers-Vocational Opportunities Clubs of Texas

This teacher's guide provides instructional materials for a 10-unit course in the General Metal Trades program. Each unit includes most or all of these basic components: performance objectives (unit and specific objectives), suggested teaching activities (a sheet outlining steps to follow to accomplish specific objectives), information sheets, transparency masters, job sheets, assignment sheets, answers to assignments, unit evaluations, and answers to evaluations. Topics covered in the units are an introduction to general metals, youth leadership, human relations in the shop, grooming and hygiene, job application and interview, general safety, metals and steel production, shop math, measuring and layout, and reading drawings and blueprints. (YLB)

ED222717 CE034176

Hill, Pamela

Safety with Small Engine Repair. Small Engine Repair Series. Teacher's Guide.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date 82

Note-72p.; For related documents, see ED 221 760-767.

Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives; *Engines; Instructional Materials; Learning Activities; *Learning Disabilities; *Mental Retardation; *Repair; *Safety; Scripts; Secondary Education; Student Evaluation; Teaching Guides; Trade and Industrial Education; Transparencies

Identifiers-*Small Engine Mechanics; *Small Gasoline Engines

This teacher's guide and an audiovisual presentation comprise an instructional package in the Small Engine Repair Series for special needs students, primarily the mentally retarded and learning disabled. (The audiovisual material--56 slides or a 35mm filmstrip with cassette--is not available here.) A section of notes to the instructor lists equipment needed, preparation for teaching the instructional package, and information on using the package. Performance objectives are given for inclusion in the student's Individual Instructional Plan. The objective stated for the course is to enable students to define safety, recognize safety practices in the small engine repair shop, and demonstrate safety while learning the repair jobs on small gasoline engines. Other materials provided in the guide are transparency masters, a script for the audiovisual presentation, seven student activity sheets reinforcing information presented in the audiovisual material, answers to the activity sheets, and an evaluation chart. Materials are suitable for use as primary or supplementary instructional materials on the topic of safety. (YLB)

ED222718 CE034177

Huckabee, Johnni

Vocational Outreach Involving Community Exchange (VOICE). Final Report.

Jonesboro School District 1, Ark.

Spons Agency-Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.

Pub Date Jul 82

Note-107p.; Parts of this document may not reproduce well due to light type.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Community Involvement; Community Support; *Publicity; *Public Relations; School Community Relationship; *School Support; Secondary Education; *Vocational Education

Identifiers-Arkansas (Jonesboro); *Linkage

A Jonesboro, Arkansas project was designed and implemented to increase the awareness of vocational education, increase community support and involvement in vocational education, and establish improved communication in the vocational-technical education field. Interaction between the vocational-technical school and the local school community was a public relations effort by the school and the establishment of a communication network between the school and community. Major activities included a massive publicity campaign (news releases, public service announcements, fliers, brochures, pamphlets, open houses/tours, displays/exhibits/posters/bulletin boards, slide/tape presentations, speakers bureau), community needs assessment, and development of a model of a school/community communication program suitable for replication. Suggestions for the various public relations procedures are given. The VOICE model is provided with a matrix that presents the major activities, techniques, and procedures used to improve the school-community linkage. Appendixes include fliers and brochures, news releases, invitations, National Vocational Education Week publicity techniques, correspondence, and the needs assessment survey. (YLB)

ED222719 CE034178

McKinney, L. S.

Hotel-Motel Occupations: Hotel-Motel Clerk. Front Office Manager. Competency-Based Education Curriculum.

Kanawha County Schools, Charleston, W. Va.

Spons Agency-West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date Mar 81

Note-528p.

Available from-West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

EDRS Price - MF02/PC22 Plus Postage.

Descriptors-Behavioral Objectives; Clerical Workers; Competency Based Education; *Hospitality Occupations; *Hotels; Instructional Materials; Job Skills; Learning Activities; *Managerial Occupations; Occupational Information; *Receptionists; Secondary Education; Student Evaluation; Teaching Guides; Trade and Industrial Education; Vocational Education

A teacher's guide and student curriculum are provided for a hotel-motel occupations competency-based education curriculum designed to facilitate the learning of skills for front office clerks and managers. The teacher's guide contains an explanation of the curriculum and suggested usage, a list of competencies by job title, evaluation aids, references to evaluation instruments and answer keys, reference sections, equipment lists, supplies lists, and appendixes containing data and information on tasks currently performed and equipment used, as determined from the validation survey and master task list. The student curriculum consists of student competency sheets (SCSs) for use by students and instructors. Each SCS pertains to a single task within a unit that is in turn a subgroup within a unit. The format of each SCS includes unit, module, and task; performance steps; learning activities (individual and group); and evaluation (items needed, task, standard). Following the SCS may be information sheets, self-check test, and performance checklists. Materials are divided into two parts: hotel-motel front office clerk and hotel-motel front office manager. (YLB)

ED222720 CE034179

Prevocational Exploration Communications and Media. Competency-Based Curriculum.

Marshall Univ., Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education.
Spons Agency-West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
Pub Date Sep 82

Note-456p.
Available from-West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-Behavioral Objectives; *Broadcast Industry; Career Education; *Career Exploration; *Communications; Competency Based Education; Design; Instructional Materials; Junior High Schools; Learning Activities; Mass Media; Occupational Clusters; *Occupational Information; *Prevocational Education; Publishing Industry; Radio; Secondary Education; Telecommunications; Telephone Communications Systems; Television; *Visual Arts; Vocational Education
Identifiers-Telegraphy; West Virginia

This competency-based communications and media-cluster curriculum is designed for use by teachers and students at the early high school level during the exploration of a variety of occupations. The purpose of the materials is to assist students in assessing whether or not they would like to prepare for these kinds of occupations. The curriculum consists of 45 units for 45 hours of classroom instruction. Each of the 43 job titles covered follow this format: career information (job title, duties, where employed, employment outlook, education and training, special qualifications, earnings, working conditions); business and office occupations (occupational cluster, occupational family, representative job titles, occupational task, occupational competency); needed resources and materials; a list of learning objectives; a list of learning activities; and evaluation procedures, student information sheets, and worksheets. Unit 1, the introduction, and unit 45, a review of occupational titles, do not include career information. The job titles are organized into four units: audiovisual (graphic designer, illustrator, photojournalist, sign painter), publishing (bookbinder, critic, layout artist, lithographic plate-maker, newswriter, reporter), radio and television (announcer, director-news, engineer-in-charge, transmitter, field engineer, producer, video operator), and telephone telegraph (cable splicer, line installer, telephone operator). Fifteen of the job titles are suggested for inclusion in a core curriculum. (YLB)

ED222721 CE034180

Dolin, Nadine

Shorthand I. Competency-Based Education Curriculum.

Boone County Vocational Technical Center, Madison, WV.
Spons Agency-West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
Pub Date Jan 82
Note-209p.
Available from-West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Behavioral Objectives; Business Skills; Clerical Occupations; Competency Based Education; Instructional Materials; Learning Activities, Office Occupations; *Office Occupations Education; Secondary Education; *Shorthand; Typewriting

This competency-based shorthand I curriculum is organized into 19 learning units composed of 1 or 2 competencies. For each learning objective, a student competency sheet is provided with the following information: unit number and title, competency statement, performance objective, list of learning activities, and criterion evaluation. Where appropriate, handouts, experiments, and test questions with answers are provided to enable the student to complete the learning activities. Competencies covered include dictation, transcription into longhand, transcription at a typewriter, spelling, punctuation, and proofreading. Appendixes include a list of required instructional aids; a goal chart for dictation/transcription; a performance record card; and a bibliography of required books, workbooks, texts, and suggested references. (YLB)

ED222722 CE034189

Johnson, Diane E.

Business Telephone Etiquette. Office Occupations. Audiovisual Package. Instructor's Guide. Student Activity Packet.

East Texas State Univ., Commerce. Occupational Curriculum Lab.
Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date 82
Note-54p.; For related documents see CE 034 189-197 and CE 034 371. A few pages may not reproduce well because of small print.
Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Write for price).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; *Business Communication; Business Skills; Check Lists; Clerical Occupations; *Communication Skills; Competency Based Education; Job Skills; Learning Activities; Learning Modules; Office Occupations; *Office Occupations Education; Postsecondary Education; Scripts; Secretaries; Teaching Guides; *Telephone Communications Systems; *Telephone Usage Instruction

This instructor's guide and student activity packet (together with a slide/tape presentation not available here) comprise a module for the postsecondary office occupations education competency area of business telephone etiquette. Modules for other competency areas are available separately (see note). The purpose stated for the module is to help students develop and refine the communication skills and techniques needed by every employee who uses the telephone to conduct business. The instructor's guide includes an introduction, performance objectives, special notes to instructor, time and facilities, suggestions for discussion, optional student activities, suggested evaluation criteria, keys to student activities, the narrative for the slide/tape presentation, and a list of resources and references. Contents of the student activity packet include an introduction, performance objectives, necessary resource materials, directions for completing the activities provided, a student checksheet for taking notes during the slide/tape presentation, and the activities to be completed in order to master the competencies on which the module is based. (YLB)

ED222723 CE034190

Zukowski, James J.

Handling Office Callers and Appointments. Office Occupations. Audiovisual Package. Instructor's Guide. Student Activity Packet.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date 80

Note-46p.; For related documents see CE 034 189-197 and CE 034 371.

Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (write for price).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives; Business Skills; Check Lists; Clerical Occupations; Competency Based Education; Human Relations; *Interpersonal Relationship; Job Skills; Learning Activities; Learning Modules; Office Occupations; *Office Occupations Education; Postsecondary Education; *Receptionists; *Recordkeeping; Scripts; *Secretaries; Teaching Guides

This instructor's guide and student activity packet (together with a slide/tape presentation not available here) comprise a module for the postsecondary office occupations education competency area of handling office callers and appointments. Modules for other competency areas are available separately (see note). The purpose stated for the module is to help students learn to work effectively with the public in an office setting. The instructor's guide includes an introduction, performance objectives, special notes to instructor, time and facilities, suggestions for discussion, optional student activities, suggested evaluation criteria, keys to student activities, the narrative for the slide/tape presentation, and a list of resources and references. Contents of the student activity packet include an introduction, performance objectives, necessary resource materials, directions for completing the activities provided, a student checksheet for taking notes during the slide/tape presentation, and the activities to be completed in order to master the competencies on which the module is based. (YLB)

ED222724 CE034191

Zukowski, James J.

Introduction to Filing. Office Occupations. Audiovisual Package. Instructor's Guide. Student Activity Packet.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date 80

Note-40p.; For related documents see CE 034 189-197 and CE 034 371.

Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Write for price).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives; Business Skills; Check Lists; Clerical Occupations; Competency Based Education; *File Clerks; *Filing; *Information Storage; Job Skills; Learning Activities; Learning Modules; Office Occupations; *Office Occupations Education; Postsecondary Education; Scripts; Teaching Guides

This instructor's guide and student activity packet (together with a slide/tape presentation not available here) comprise a module for the postsecondary office occupations education competency area of filing. Modules for other competency areas are available separately. The purpose stated for the module is to help students become familiar with filing and the various types of filing systems. The instructor's guide includes an introduction, performance objectives, special notes to instructor, time and facilities, suggestions for discussion, optional student activities, suggested evaluation criteria, keys to student activities, the narrative for the slide/tape presentation, and a list of resources and references. Contents of the student activity packet include an introduction, performance objectives, necessary resource materials, directions for completing the activities provided, a student checksheet for taking notes during the slide/tape presentation, and the activities to be completed in order to master the competencies on which the module is based. (YLB)

ED222725 CE034192

Johnson, Diane E.

Making Decisions and Setting Priorities. Office Occupations. Audiovisual Package. Instructor's Guide. Student Activity Packet.

East Texas State Univ., Commerce. Occupational Curriculum Lab.
Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date 82
Note-54p.; For related documents see CE 034 189-197 and CE 034 371.
Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Write for price).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; Business Skills; Check Lists; Clerical Occupations; Competency Based Education; *Decision Making; Decision Making Skills; *Job Skills; Learning Activities; Learning Modules; *Needs Assessment; Office Occupations; *Office Occupations Education; Postsecondary Education; Scripts; Teaching Guides

This instructor's guide and student activity packet (together with a slide/tape presentation not available here) comprise a module for the postsecondary office occupations education competency area of making decisions and setting priorities. Modules for other competency areas are available separately. The purpose stated for the module is to help students obtain basic job skills in making sound decisions and setting effective priorities. The instructor's guide includes an introduction, performance objectives, special notes to instructor, time and facilities, suggestions for discussion, optional student activities, suggested evaluation criteria, keys to student activities, the narrative for the slide/tape presentation, and a list of resources and references. Contents of the student activity packet include an introduction, performance objectives, necessary resource materials, directions for completing the activities provided, a student checksheet for taking notes during the slide/tape presentation, and the activities to be completed in order to master the competencies on which the module is based. (YLB)

ED222726 CE034193

Johnson, Diane E.

Preparing and Distributing Notices for Meetings. Office Occupations. Audiovisual Package. Instructor's Guide. Student Activity Packet.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date 81

Note-79p.; For related documents see CE 034 189-197 and CE 034 371.

Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Write for price).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives; *Business Correspondence; *Business Skills; Check Lists; Clerical Occupations; Competency Based Education; Job Skills; Learning Activities; Learning Modules; *Meetings; Office Occupations; *Office Occupations Education; *Planning; Postsecondary Education; Scripts; *Secretaries; Teaching Guides

This instructor's guide and student activity packet (together with a slide/tape presentation not available here) comprise a module for the postsecondary office occupations education competency area of preparing and distributing notices for meetings. Modules for other competency areas are available separately. The purpose stated for the module is to help students learn the skills needed in preparing for business meetings. The instructor's guide includes an introduction, performance objectives, special notes to instructor, time and facilities, suggestions for discussion, optional student activities, suggested evaluation criteria, keys to student activities, the narrative for the slide/tape presentation, and a list of resources and references. Contents of the student activity packet include an introduction, performance objectives, necessary resource materials, directions for completing the activities provided, a student checksheet for taking notes during the slide/tape presentation, and the activities to be completed in order to master the competencies on which the module is based. (YLB)

ED222727 CE034194

Johnson, Diane E.

Recognizing Skills Necessary for Employment in a Business Office. Office Occupations. Audiovisual Package. Instructor's Guide. Student Activity Packet.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date 80

Note-46p.; For related documents see CE 034 189-197 and CE 034 371.

Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Write for price).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives; *Business Skills; Check Lists; *Clerical Occupations; Clerical Workers; Competency Based Education; *Job Skills; Learning Activities; Learning Modules; *Office Occupations; *Office Occupations Education; Postsecondary Education; Scripts; Secretaries; Teaching Guides

This instructor's guide and student activity packet (together with a slide/tape presentation not available here) comprise a module for the postsecondary office occupations education competency area of recognizing skills necessary for employment in a business office. Modules for other competency areas are available separately. The purpose is stated for the module is to help students become familiar with the kinds of skills they will need to become employable in an office. The instructor's guide includes an introduction, performance objectives, special notes to instructor, time and facilities, suggestions for discussion, optional student activities, suggested evaluation criteria, keys to student activities, the narrative for the slide/tape presentation, and a list of resources and references. Contents of the student activity packet include an introduction, performance objectives, necessary resource materials, directions for completing the activities

provided, a student checksheet for taking notes during the slide/tape presentation, and the activities to be completed in order to master the competencies on which the module is based. (YLB)

ED222728 CE034195

Johnson, Diane E.

Sources to Use When Seeking Employment. Office Occupations. Audiovisual Package. Instructor's Guide. Student Activity Packet.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date 81

Note-58p.; For related documents see CE 034 189-197 and CE 034 371.

Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Write for price).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives; Check Lists; Clerical Occupations; Competency Based Education; *Employment Opportunities; *Information Sources; *Job Search Methods; Job Skills; Learning Activities; Learning Modules; Office Occupations; *Office Occupations Education; Postsecondary Education; Scripts; Teaching Guides

This instructor's guide and student activity packet (together with a slide/tape presentation not available here) comprise a module for the postsecondary office occupations education competency area of seeking employment. Modules for other competency areas are available separately. The purpose stated for the module is to help students become familiar with various sources of information to use when looking for a job. The instructor's guide includes an introduction, performance objectives, special notes to instructor, time and facilities, suggestions for discussion, optional student activities, suggested evaluation criteria, keys to student activities, the narrative for the slide/tape presentation, and a list of resources and references. Contents of the student activity packet include an introduction, performance objectives, necessary resource materials, directions for completing the activities provided, a student checksheet for taking notes during the slide/tape presentation, and the activities to be completed in order to master the competencies on which the module is based. (YLB)

ED222729 CE034196

Johnson, Diane E.

Spelling for the Office. Office Occupations. Audiovisual Package. Instructor's Guide. Student Activity Packet.

East Texas State Univ., Commerce. Occupational Curriculum Lab.
Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date 82
Note-55p.; For related documents see CE 034 189-197 and CE 034 371.
Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Write for price).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; *Business English; Business Skills; Check Lists; Clerical Occupations; Competency Based Education; Job Skills; Learning Activities; Learning Modules; Office Occupations; *Office Occupations Education; Postsecondary Education; Scripts; *Secretaries; *Spelling; Teaching Guides

This instructor's guide and student activity packet (together with a slide/tape presentation not available here) comprise a module for the postsecondary office occupations education competency area of spelling for the office. Modules for other competency areas are available separately. The purpose stated for the module is to help students refine and improve spelling skills in those categories of spelling problems that have traditionally caused difficulty for workers at all levels of employment. The instructor's guide includes an introduction, performance objectives, special notes to instructor, time and facilities, suggestions for discussion, optional student activities, suggested evaluation criteria, keys to student activities, the narrative for the slide/tape presentation, and a list of resources and references. Contents of the student activity packet include an introduction, performance objectives, necessary resource materials, directions for completing the activities provided, a student checksheet for taking notes during the slide/tape presentation, and the activities to be completed in order to master the competencies on which the module is based. (YLB)

ED222730 CE034197

Johnson, Diane E.

Time Management. Office Occupations. Audiovisual Package. Instructor's Guide. Student Activity Packet.

East Texas State Univ., Commerce. Occupational Curriculum Lab.
Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date 82
Note-55p.; For related documents see CE 034 189-197 and CE 034 371.
Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (write for price).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; Business Skills; Check Lists; Clerical Occupations; Competency Based Education; *Job Skills; Learning Activities; Learning Modules; *Management Systems; Office Occupations; *Office Occupations Education; Postsecondary Education; Scripts; Teaching Guides; *Time
Identifiers-*Time Management

This instructor's guide and student activity packet (together with a slide/tape presentation not available here) comprise a module for the postsecondary office occupations education competency area of time management. Modules for other competency areas are available separately. The purpose stated for the module is to help students obtain basic skills in effectively managing their time on the job. The instructor's guide includes an introduction, performance objectives, special notes to instructor, time and facilities needs, suggestions for discussion, optional student activities, suggested evaluation criteria, keys to student activities, the narrative for the slide/tape presentation, and a list of resources and references. Contents of the student activity packet include an introduction, performance objectives, necessary resource materials, directions for completing the activities provided, a student checksheet for taking notes during the slide/tape presentation, and the activities to be completed in order to master the competencies on which the module is based. (YLB)

ED222731 CE034205

Latham, Phillip L.

An Investigation of the Impact of Advisory Committees on Vocational Education in South Carolina.

South Carolina State Dept. of Education, Columbia.

Pub Date Mar 81

Note- 9p.; For related document, see ED 203 170.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Advisory Committees; Educational Research; Evaluation; *Organizational Effectiveness; Secondary Education; Vocational Education

Identifiers-*Impact; Impact Studies; South Carolina

The impact of advisory groups on the vocational education programs in South Carolina was investigated. Information was gathered from 891 advisory members serving on advisory committees and councils for 49 area vocational centers, 6 of which were not utilizing advisory councils. Analysis of the advisory member responses indicated that a majority of the members were not having an impact on vocational education programs. Over two-thirds (70 percent) of the responses were classified as negative or neutral responses (no impact), while 30 percent of the advisory members reported that their committees were having an impact on vocational education programs. Impact was measured by implementation of advisory committee recommendations to vocational education administrators. Differences in program impact as accomplished by advisory councils and advisory committees were also determined. Results indicated a much higher proportion of advisory councils were having an impact on educational programs. Recommendations were made for improving success of advisory groups. (The survey questionnaire and some correspondence are appended.) (YLB)

ED222732 CE034206

Reynolds, Amelia B.

A Proposed Design for a Vocational Instructional Materials Evaluation.

Spons Agency-South Carolina Vocational Education Research Coordinating Unit, Clemson.

Pub Date [81]

Note-14p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Data Analysis; Data Collection; Evaluation; *Evaluation Methods; *Field Tests; *Instructional Materials; Secondary Education; *Vocational Education

Identifiers-*South Carolina

Before vocational instructional products are adopted for statewide dissemination in South Carolina, they must undergo a field test. An effective field test design incorporates collection of data about the instructional products, the students, and the teachers who use the products. The design of a control group and an experimental group compares learners who have used the new materials with those who have not. Five basic field test data collection methods are tests and performance measurement instruments, classroom observation scales, interview schedules, student and teacher questionnaires, and existing records. An evaluative report is prepared after data are analyzed through an item analysis, group descriptive statistics, comparison of pre- and post-scores, comparison of performance of control and experimental groups, and determination of teacher effects. (A chart is provided that lists the components and responsible party.) (YLB)

ED222733 CE034207

Marketing and Distributive Education. Teacher-Coordinator Operational Handbook. Revised.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date Jul 81

Note-60p.; Revision of "South Carolina Distributive Education Teacher Coordinator Handbook," 1973.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Advisory Committees; Competency Based Education; *Cooperative Education; Coordination; Curriculum Development; *Distributive Education; Educational Planning; Faculty Development; Instructor Coordinators; Job Placement; Job Skills; *Marketing; Objectives; *Program Development; Program Evaluation; Publicity;

*Public Relations; School Community Relationship; Secondary Education; Student Organizations; Student Placement

Identifiers-Distributive Education Clubs of America

This handbook, a revision of the 1973 edition, is intended to aid teachers in organizing and conducting a program of work for marketing and distributive education programs. The first section on curriculum in marketing and distributive education covers the instructional framework with 2 major dimensions (5 broad marketing competency areas and 14 marketing and distribution instructional program codes), classroom instruction, 10 areas of instruction, and competency-based instruction. Section 2 discusses program planning. It considers establishment of program objectives, advisory committees, program structure, and professional growth of teachers. Public relations is the focus of section 3. These components of an organized and sequential program are described: school, parents, community, guidance personnel, civic groups, newspaper publicity, radio use, and television promotion. Section 4 discusses cooperative education, including coordination of students on the job; student placement; locating, selecting, evaluating, establishing, and developing training stations; training plan; and coordination of school and job-related activities; section 5 briefly looks at the Distributive Education Clubs of America. Section 6 provides sample evaluation forms for all components of the marketing and distributive education program. (YLB)

ED222734 CE034208

Young, Donna, Ed.

Oregon & Federal Basic Income Tax Return Preparation. Student's Manual 1981.

Clackamas Community Coll., Oregon City, Oreg.
Spons Agency-Oregon State Dept. of Education, Salem.
Pub Date Aug 82
Contract No-03-650-201
Note-501p.; For related document, see CE 034 209. Pages in Appendix B are marginally legible due to light print.
EDRS Price - MF02/PC21 Plus Postage.
Descriptors-Instructional Materials; *Interviews; Learning Activities; Postsecondary Education; *Questioning Techniques; Recordkeeping; *Records (Forms); *Taxes; Vocabulary; Vocational Education; Workbooks
Identifiers-*Income Taxes; Oregon; *Tax Preparation

This student manual contains materials for a 20-session course in basic income tax preparation. Each session may include some or all of these components: a reading assignment, a vocabulary list, interview questions pertinent to that session's subject matter, informative/reference materials, problems to work out in class or at home, exercises, and tax returns. Topics covered are filing requirements, exemptions and deductions, gross income, itemized deductions, income tax computations, Oregon Tax Preparer Licensing Law, IRS Tax Practitioner Law, Oregon income tax, basis of assets, depreciation, supplemental income, profit and loss from business, self-employment tax, farm income and expenses, credits, capital gains and losses, sales and exchanges, supplemental gains and losses, personal residence sales, installment sales, other taxes and payments, examination of returns and appeal rights, and interview techniques. An appendix includes an extensive glossary; checklists of income and deductible and nondeductible items, investment credit, and energy credit; information for armed forces personnel, farmers, and older taxpayers; automobile expense deductions, losses, and adjusted gross income deductions; Oregon Income Tax Services Law and Code of Professional Conduct; information circulars; and the Oregon individual income tax guide (1981). (YLB)

ED222135 CE034209

Young, Donna, Ed.

Oregon & Federal Basic Income Tax Return Preparation. Instructor's Manual 1981.

Clackamas Community Coll., Oregon City, Oreg.

Spons Agency-Oregon State Dept. of Education, Salem.

Pub Date Aug 82

Contract No-03-650-201

Note-566p.; For related document, see CE 034 208.

EDRS Price - MF02/PC23 Plus Postage.

Descriptors-Curriculum Guides; Instructional Materials; *Interviews; Lesson Plans; Postsecondary Education; Questioning Techniques; Recordkeeping; *Records (Forms); *Taxes; Teaching Guides; Vocational Education

Identifiers-*Income Taxes; Oregon; *Tax Preparation

This instructor's manual accompanies a student workbook for a course in basic income tax return preparation. An introductory section contains a course schedule and lists of technical publications, textbooks, other resource materials necessary to the teaching of the course, forms required for student use during instruction, and transparencies. Lesson plans provided for each of 20 sessions contain the following components: lesson overview (including reading assignment, forms required for class handouts, teaching hints, and teacher resources), informative material to be presented to class, quiz, answer key to exercises in student workbook, and answer key to quiz. Topics covered are filing requirements, exemptions and deductions, gross income, itemized deductions, income tax computations, Oregon Tax Preparer Licensing Law, IRS Tax Practitioner Law, Oregon income tax, basis of assets, depreciation, supplemental income, profit and loss from business, self-employment tax, farm income and expenses, credits, capital gains and losses, sales and exchanges, supplemental gains and losses, personal residence sales, installment sales, other taxes and payments, examination of returns and appeal rights, and interview techniques. Midterm and final reviews and examinations are included. (YLB)

ED222736 CE034215

Dunmeyer, Kathryn; And Others

Health Occupations Education I. Instructor's Manual.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date 81
Note-279p.; For related documents, see CE 034 216-226.
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Allied Health Occupations; *Allied Health Occupations Education; Individualized Instruction; Job Skills; Learning Modules; *Medical Assistants; *Nurses Aides; Postsecondary Education; Secondary Education; Student Evaluation; Teaching Guides

This instructor's manual accompanies the 11 sets of modules in the Health Occupations Education I instructional package for the first year of a 2-year course of study. Introductory materials include a list of the modules in the instructional package, a list of the specific tools and supplies required in the learning activities found in the modules, and lists of instructional references and filmstrips. Instructor's guides provided for each module contain some or all of the following components: information on contents of module, recommended references, materials for each student learning activity (suggestions; necessary tools, equipment, and supplies; teacher's notes), and suggestions for extended learning. An achievement record form is also provided that is suitable for recording a student's ratings on each task covered in the modules. (YLB)

ED222737 CE034216

Dunmeyer, Kathryn; And Others

Health Occupations Education I. Module No. I-A to I-G.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date 81

Note-37p.; For related documents, see CE 034 215-226.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Allied Health Occupations; *Allied Health Occupations Education; Behavioral Objectives; Check Lists; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; *Medical Assistants; Medical Services; *Nurses Aides; Performance Tests; Postsecondary Education; *Sanitation; Secondary Education; Student Evaluation

Identifiers-*Asepsis; *Sterilization

This set of 7 modules on medical and surgical asepsis is 1 of 11 sets in the Health Occupations Education I instructional package for the first year of a 2-year course of study. The materials are designed to prepare students through individualized instruction for entry-level job opportunities on health care teams in a variety of practice settings. Each module may contain some or all of the following components: introduction, directions with materials needed to complete the module, objective, learning activities, student information, student self-check, check-out activities, and evaluator's final checklist to rate student performance. Modules cover these tasks: washing hands, preparing equipment for sterilization, preparing an isolation unit, performing terminal disinfection, serving and removing food trays for the isolation patient, putting on and removing gloves and face masks, and putting on and removing sterile or non-sterile isolation gowns. (YLB)

ED222738 CE034217

Dunmeyer, Kathryn; And Others

Health Occupations Education I. Module No. II-A to II-D.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date 81

Note-38p.; For related documents, see CE 034 215-226.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Allied Health Occupations; *Allied Health Occupations Education; Behavioral Objectives; Check Lists; *Heart Rate; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; *Medical Assistants; Medical Services; *Nurses Aides; Patients; Performance Tests; Postsecondary Education; Secondary Education; Student Evaluation; *Temperature

Identifiers-*Blood Pressure Determination; *Respiration

This set of 4 modules on vital signs is 1 of 11 sets in the Health Occupations Education I instructional package for the first year of a 2-year course of study. The materials are designed to prepare students, through individualized instruction for entry-level job opportunities on health care teams in a variety of practice settings. Each module may contain some or all of the following components: introduction. directions with materials needed to complete the module, objective, learning activities, student information, student self-check, check-out activities, and evaluator's final checklist to rate student performance. Modules cover these tasks: measuring and recording patient's temperature, measuring and recording the pulse, measuring and recording respiration, and measuring and recording blood pressure. (YLB)

ED222739

CE034218

Dunmeyer, Kathryn; And Others

Health Occupations Education I. Module No. III-A to III-C.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date 81

Note-23p.; For related documents, see CE 034 215-226.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Allied Health Occupations; *Allied Health Occupations Education; Behavioral Objectives; Check Lists; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; *Medical Assistants; Medical Services; *Nurses Aides; Performance Tests; *Physical Examinations; Postsecondary Education; Secondary Education; Student Evaluation; *Vision Tests

This set of 3 modules on physical examinations is 1 of 11 sets in the Health Occupations Education I instructional package for the first year of a 2-year course of study. The materials are designed to prepare students through individualized instruction for entry-level job opportunities on health care teams in a variety of practice settings. Each module may contain some or all of the following components: introduction, directions with materials needed to complete the module, objective, learning activities, student information, student self-check, check-out activities, and evaluator's final checklist to rate student performance. Modules cover these tasks: measuring and recording height and weight, positioning patients for physical examination and assisting with the physical exam, and administering the eye chart examination. (YLB)

ED222740 CE034219

Dunmeyer, Kathryn; And Others

Health Occupations Education I. Module No. IV-A to IV-F.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date 81

Note-58p.; For related documents, see CE 034 215-226.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Allied Health Occupations; *Allied Health Occupations Education; Behavioral Objectives; Check Lists; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; *Medical Assistants; Medical Services; *Nurses Aides; Patients; Performance Tests; *Physical Therapy; Postsecondary Education; Secondary Education; Student Evaluation

Identifiers-*Patient Care; *Patient Management

This set of 6 modules on patient body mechanics is 1 of 11 sets in the Health Occupations Education I instructional package for the first year of a 2-year course of study. The materials are designed to prepare students through individualized instruction for entry-level job opportunities on health care teams in a variety of practice settings. Each module may contain some or all of the following components: introduction, directions with materials needed to complete the module, objective, learning activities, student information, student self-check, check-out activities, and evaluator's final checklist to rate student performance. Modules cover these tasks: transporting patients; transporting injured victims; admitting, transferring, and discharging patients; positioning patients; performing range of joint motion exercises; and ambulating patients. (YLB)

ED222741 CE034220

Dunmeyer, Kathryn; And Others
Health Occupations Education I. Module No. V-A to V-D.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date 81
Note-24p.; For related documents, see CE 034 215-226.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Allied Health Occupations; *Allied Health Occupations Education; Behavioral Objectives; Check Lists; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; *Medical Assistants; Medical Services; *Nurses Aides; Performance Tests; Postsecondary Education; Secondary Education; Student Evaluation
Identifiers-*Bedmaking; *Patient Care

This set of 4 modules on bedmaking is 1 of 11 sets in the Health Occupations Education I instructional package for the first year of a 2-year course of study. The materials are designed to prepare students through individualized instruction for entry-level job opportunities on health care teams in a variety of practice settings. Each module may contain some or all of the following components: introduction, directions with materials needed to complete the module, objective, learning activities, student information, student self-check, check-out activities, and evaluator's final checklist to rate student performance. Modules cover these tasks: making unoccupied beds, making occupied beds, making the surgical bed, and adjusting the hospital bed. (YLB)

ED222742 CE034221

Dunmeyer, Kathryn; And Others

Health Occupations Education I. Module No. VI-A to VI-F.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date 81

Note-43p.; For related documents, see CE 034 215-226.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Allied Health Occupations; *Allied Health Occupations Education; Behavioral Objectives; Check Lists; *Dental Health; *Hygiene; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; *Medical Assistants; Medical Services; *Nurses Aides; *Patients; Performance Tests; Postsecondary Education; Secondary Education; Student Evaluation
Identifiers-*Patient Care

This set of 6 modules on personal care is 1 of 11 sets in the Health Occupations Education I instructional package for the first year of a 2-year course of study. The materials are designed to prepare students through individualized instruction for entry-level job opportunities on health care teams in a variety of practice settings. Each module may contain some or all of the following components: introduction, directions with materials needed to complete the module, objective, learning activities, student information, student self-check, check-out activities, and evaluator's final checklist to rate student performance. Modules cover these tasks: caring for patient's hair and nails, giving the patient a bath, shaving a male patient, caring for a patient's skin, giving oral care, and assisting patients in dressing and undressing. (YLB)

ED222743 CE034222

Dunmeyer, Kathryn; And Others

Health Occupations Education I. Module No. VII-A to VII-C.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date 81
Note-19p.; For related documents, see CE 034 215-226.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Allied Health Occupations; *Allied Health Occupations Education; Behavioral Objectives; Check Lists; *Communication Skills; Individualized Instruction; Interpersonal Competence; *Interpersonal Relationship; Job Skills; Learning Activities; Learning Modules; *Medical Assistants; *Nurses Aides; Performance Tests; Postsecondary Education; Secondary Education; Student Evaluation; Telephone Communications Systems; *Telephone Usage Instruction

This set of 3 modules on communications is 1 of 11 sets in the Health Occupations Education I instructional package for the first year of a 2-year course of study. The materials are designed to prepare students through individualized instruction for entry-level job opportunities on health care teams in a variety of practice settings. Each module may contain some or all of the following components: introduction, directions with materials needed to complete the module, objective, learning activities, student information, student self-check, check-out activities, and evaluator's final checklist to rate student performance. Modules cover these tasks: screening incoming calls, recording and relaying messages, and placing outgoing calls; greeting and directing visitors; and initiating and responding to intercom communications. (YLB)

ED222744 CE034223

Dunmeyer, Kathryn; And Others

Health Occupations Education I. Module No. VIII-A.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date 81
Note-12p.; For related documents, see CE 034 215-226.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Allied Health Occupations; *Allied Health Occupations Education; Behavioral Objectives; Check Lists; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; *Medical Assistants; *Nurses Aides; *Nutrition; Performance Tests; Postsecondary Education; Secondary Education; Student Evaluation
Identifiers-*Patient Care

This module on nutrition is 1 of 11 sets in the Health Occupations Education I instructional package for the first year of a 2-year course of study. The materials are designed to prepare students through individualized instruction for entry-level job opportunities on health care teams in a variety of practice settings. The module contains the following components: introduction, directions with materials needed to complete the module, objective, learning activities, student information, student self-check, check-out activities, and evaluator's final checklist to rate student performance. The module covers assisting with nutrition. (YLB)

ED222745 CE034224

Dunmeyer, Kathryn; And Others

Health Occupations Education I. Module No. IX-A to IX-D.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date 81

Note-32p.; For related documents, see CE 034 215-226.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Allied Health Occupations; *Allied Health Occupations Education; Behavioral Objectives; Case Records; Check Lists; *Diagnostic Tests; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; *Medical Assistants; Medical Services; *Nurses Aides; Patients; Performance Tests; Postsecondary Education;

*Recordkeeping; Secondary Education; Student Evaluation

Identifiers-*Patient Care; *Specimens (Science)

This set of 4 modules on intake and output is 1 of 11 sets in the Health Occupations Education I instructional package for the first year of a 2-year course of study. The materials are designed to prepare students through individualized instruction for entry-level job opportunities on health care teams in a variety of practice settings. Each module may contain some or all of the following components: introduction, directions with materials needed to complete the module, objective, learning activities, student information, student self-check, check-out activities, and evaluator's final checklist to rate student performance. Modules cover these tasks: collecting, testing, charting, and recording specimens; assisting with care of urinary drainage; assisting bed patient with elimination of body wastes; and measuring and recording intake and output. (YLB)

ED222746 CE034225

Dunmeyer, Kathryn; And Others

Health Occupations Education I. Module No. X-A to X-D.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date 81
Note-23p.; For related documents, see CE 034 215-226.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Allied Health Occupations; *Allied Health Occupations Education; Behavioral Objectives; Check Lists; *First Aid; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; *Medical Assistants; *Nurses Aides; Performance Tests; Postsecondary Education; Secondary Education; Student Evaluation

This set of 4 modules on first aid is 1 of 11 sets in the Health Occupations Education I instructional package for the first year of a 2-year course of study. The materials are designed to prepare students through individualized instruction for entry-level job opportunities on health care teams in a variety of practice settings. Each module may contain some or all of the following components: introduction, directions with materials needed to complete the module, objective, learning activities, student information, student self-check, check-out activities, and evaluator's final checklist to rate student performance. Modules cover these tasks: bandaging patients, applying splints, performing mouth-to-mouth resuscitation, and relieving obstructed airways. (YLB)

ED222747 CE034226

Dunmeyer, Kathryn; And Others

Health Occupations Education I. Module No. XI-A to XI-D.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date 81
Note-26p.; For related documents, see CE 034 215-225.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Allied Health Occupations; *Allied Health Occupations Education; Behavioral Objectives; Check Lists; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; *Medical Assistants; Medical Services; *Nurses Aides; *Patients; Performance Tests; Postsecondary Education; Secondary Education; Student Evaluation; *Surgery
Identifiers-*Patient Care; Postoperative Care; Preoperative Care

This set of 4 modules on pre- and postoperative care is 1 of 11 sets in the Health Occupations Education I instructional package for the first year of a 2-year course of study. The materials are designed to prepare students through individualized instruction for entry-level job opportunities on health care teams in a variety of practice settings. Each module may contain some or all of the following components: introduction, directions with materials needed to complete the module, objective, learning activities, student information, student self-check, check-out activities, and evaluator's final checklist to rate student performance. Modules cover these tasks: preparing patients for surgery, providing postoperative care; observing, reporting, and applying binders and bandages; and applying restraints. (YLB)

ED222748 CE034228

Heavy Equipment Operation Curriculum for Grades 11-12.

Gubbins Associates, Hadlyme, CT.
Spons Agency-Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.
Pub Date 23 Jun 82
Note-122p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adult Vocational Education; *Agricultural Machinery; Behavioral Objectives; Construction (Process); *Equipment Maintenance; *Equipment Utilization; Grade 11; Grade 12; High Schools; Learning Activities; Motor Vehicles; Student Evaluation; *Tractors; Trade and Industrial Education
Identifiers-Construction Equipment; *Heavy Equipment Operators; *Truck Drivers

This curriculum for the training of students in grades 11 and 12 is intended to provide a program of instruction in the operation and maintenance of heavy equipment for construction work and farms. It is also suitable for the training of adult learners interested in upgrading their skills or improving their opportunities to enter this labor market. The 21 topics are categorized under 2 major headings. Equipment operation includes these 10 topics: pre-operation procedures, fork truck, crane, crawler tractor, industrial tractor, front loader, backhoe, grader, scraper, and pulled attachments. Truck driving includes these 11 topics: regulations and inspection, shifting, backing and docking (truck alone), maneuvering (truck alone), hooking to trailer, backing and docking (truck-tractor and semi-trailer combination), maneuvering (truck-tractor and semi-trailer), parking, loading and securing load, and over-the-road. For each topic some or all of this information is provided: objective, equipment needed, special preparation, student action, performance check, needed resources, and caution (remarks concerning safety). (YLB)

ED222749 CE034229

Special Automotive Repair Service Curriculum for Grades 9-12. Vehicle Emission Systems.

Gubbins Associates, Hadlyme, CT.

Spons Agency-Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date 23 Jun 82

Note-79p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adult Vocational Education; *Auto Mechanics; Curriculum Guides; High Schools; *Maintenance; *Motor Vehicles; Postsecondary Education; Trade and Industrial Education

Identifiers-*Emission Control Systems

This curriculum is intended to serve as a guide for high school instructors teaching a basic course on emission control systems on General Motors, Ford, and Chrysler products. The material may also be incorporated on an engine system basis and inserted into an overall tune-up curriculum. Other uses of the curriculum include specialized training for out-of-school youth and adults who wish to upgrade their skills or to enter this field. Curriculum content is divided into eight areas: air pollution, positive crankcase ventilation system, thermostatic air cleaners, air injection reaction (air system), exhaust gas recirculation system, spark control system, catalytic converter systems, and carburetor adjusting procedures. Informative material and some visual aids/diagrams are provided for topics covered in each of the eight areas. Appendixes include definitions of terms, a list of motor vehicle emissions control manufacturers' abbreviations, sources for manufacturer's emissions control manuals, and a list of public information materials. (YLB)

ED222750 CE034255

Crabtree, Myrna P.; Mireles, Mary Ann

A Bilingual Community School Program in Nutrition Education for Hispanic Youth and Adults. An Exemplary Program.

Florida International Univ., Miami.

Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date [82]

Note-218p.; Extensive appendices (many containing recipes) are presented in both English and Spanish.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Adult Education; Behavioral Objectives; Bilingual Instructional Materials; *Consumer Education; Curriculum Guides; *Food; *Hispanic Americans; *Home Economics Education; Learning Activities; Nutrition; *Nutrition Instruction; Secondary Education

Identifiers-Food Selection; Meal Planning; Recipes (Food)

This curriculum guide contains materials for use in conducting a bilingual community school program in nutrition education for Hispanic youth and adults. Topics covered in the lessons include food choice, nutrients, nutrition, food groups, meal planning, and shopping. Provided first are separate matrices for six lessons geared to young adolescents and for six lessons geared toward adults. Each matrix contains concepts, competencies, and terminal performance objectives as well as a list of resources. Presented next are the 12 lessons of the course, each of which includes lists of competencies, terminal performance objectives, instructor performance objectives, learning strategies, and instructional resources. Included in appendices to the lessons are some or all of the following bilingual instructional materials: worksheets, recipes, discussion questions, charts, information sheets, and instruction sheets. (MN)

ED222751 CE034263

Organize the Vocational Laboratory. Second Edition. Module E-8 of Category E--Instructional Management. Professional Teacher Education Module Series.

American Association for Vocational Instructional Materials, Athens, Ga.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Department of Education, Washington, DC.
Report No-ISBN-0-89606-101-9
Pub Date 82
Note-43p.; For a list of related documents, see ED 220 674.
Available from-American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Objectives; *Competency Based Teacher Education; *Educational Facilities Design; *Educational Facilities Planning; Higher Education; Individualized Instruction; *Laboratories; Learning Activities; Postsecondary Education; *School Shops; Secondary Education; Teaching Skills; Vocational Education; *Vocational Education Teachers

This module, one in a series of performance-based teacher education learning packages, focuses on skills that vocational educators and other occupational trainers need to teach successfully at the secondary and postsecondary levels. The purpose stated for the module is to help educators become competent in organizing the vocational laboratory. Introductory material provides terminal and enabling objectives, necessary resources, and general information. The main portion of the module includes three learning experiences based on the enabling objectives. Each of the first two learning experiences includes educational activities with information sheets or forms and evaluation materials. Optional activities are also provided. Completion of the first two learning experiences should lead to achievement of the terminal objective in the final learning experience, which provides for organizing the vocational laboratory in an actual teaching situation. A teacher performance assessment form is included. (YLB)

ED222752 CE034265

Gross, Harriet Engel; And Others

Merchant Marine and Commuter Families: A Comparison of Couples Who Live Apart.

Pub Date 10 Sep 82

Note-41p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September 1982)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Comparative Analysis; Demography; Dual Career Family; *Employment Patterns; Family Characteristics; *Family Life; *Family Relationship; *Family Structure; Influences; *Spouses

Identifiers-*Commuting Workers; *Merchant Marines

A study compared commuter and Merchant Marine families with traditional households in order to separate effects related to living apart from those related to the career status (single vs. dual) of families. During the study researchers conducted in-depth interviews with 50 wives and 30 husbands representing 58 Merchant Marine families of whom 22 were couples. Next, they compared these data with data obtained from an earlier study of 26 wives and 17 husbands representing 28 marriages in which the husband commutes to work. Although significant demographic differences in educational attainment, employment status of wives, and the presence of children and important differences in duration and pattern of separation distinguish the two groups, researchers found three common consequences of the couples' separations. These involved changes in the couples' relationships, wives' relative personal freedom and social confinement, and the feeling that they were leading deviant lifestyles. Based on these data, researchers concluded that separation cannot be interpreted independent of career status, because the latter implies different structural relations among couples as well as different resources available to wives that affect how separation is viewed. (MN)

ED222753 CE034266

Roos, Patricia A.

Sex Differences in Occupational Attainment: A Twelve-Nation Study.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C.

Pub Date Jul 82

Grant-DD-06-80-003

Note-63p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September 1982).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Comparative Analysis; Educational Background; Employed Women; *Employment Level; *Employment Patterns; Family Characteristics; Foreign Countries; Individual Characteristics; Professional Recognition; *Sex Differences; Sex Discrimination; *Socioeconomic Status; Wages

Identifiers-Prestige

Differences in the occupational attainment patterns of men and women were investigated by using data from 12 industrial societies. The sample consisted of employed persons 20 to 64 years of age working full- or part-time in the United States, Australia, Denmark, Finland, West Germany, Great Britain, Netherlands, Northern Ireland, Norway, Sweden, Israel, and Japan. Four determinants of occupational attainment were identified: father's occupations, age, marital status, and educational achievement. The dependent variable was the occupation of the respondent measured by the prestige and occupational wage rate scale. Use of the measure of wage rates of men's and women's jobs in regression analysis showed gender differences in the process of occupational allocation. Findings from cross-cultural analyses of occupational attainment showed that educational attainment is consistently the most important predictor of occupational positions for men and women. For men it is only one of several factors, but it is the only identified factor for women. Findings suggested that fundamental restructuring of ways in which work is organized will be required to equalize women's and men's occupational options. (YLB)

ED222754

CE034271

Illinois School Bus Driver Instructional Program. Trainee Guide. Revised.

Illinois State Board of Education, Springfield.

Pub Date Sep 80

Note-132p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Driver Education; *First Aid; Safety Education; *School Buses; Traffic Accidents; *Traffic Control; *Traffic Safety

Identifiers-*Bus Drivers; Emergencies; Hazards; *Illinois

This trainee guide contains six units of materials for use by those studying to become school bus drivers in the State of Illinois. Covered in the units are the following topics: school bus driver role and responsibility, passenger control, first aid, driving fundamentals, accidents and emergencies, and detecting hazards. Each unit contains a table of contents, objectives, an overview, one or more sections of text, and review questions. (MN)

ED222755 CE034278

Self-Assessment and Self-Paced Learning Modules for Physician Assistants. The Comprehensive Report.

American Academy of Physician Assistants, Arlington, VA.; Ohio State Univ., Columbus. Coll. of Education.

Spons Agency-Health Resources Administration (DHHS/PHS), Hyattsville, Md. Bureau of Health Professions.

Pub Date 30 Apr 82

Contract No-HRA-232-80-0018

Note-139p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Allied Health Occupations Education; *Criterion Referenced Tests; Diagnostic Tests; Instructional Materials; *Learning Modules; *Material Development; Pacing; *Physicians Assistants; Professional Continuing Education; Program Effectiveness; *Self Evaluation (Individuals); Test Construction; Test Validity

Identifiers-*Diagnostic Prescriptive Approach

A project was undertaken to refine an existing self-assessment system and to develop self-paced learning modules for use in the continuing education of physician assistants (PA). Included among the major activities of the project were the following: (1) modification of the existing criterion-referenced Physician Assistant Self-Assessment Examination (PA-SAE) based on internal consistency and item analyses; (2) refinement of the PA-SAE scoring system; (3) development of a profile of the PA profession based on the results of an examination of a representative national sample of physician assistants; (4) completion of 18 self-paced learning modules based on the results of the PA profile; and (5) design of a continuing competency assurance program.

The project has resulted in the production of a viable model for a continuing competency assurance system for physician assistants. To date, 12 learning modules have been completed and 6 more are currently being developed. Recommendations emerging from the project included calls for further consideration of the adequacy of the examination with regard to standards-setting and for development of similar systems for other health professions. (MN)

ED222756 CE034284

Administration's Plan to Eliminate Older Workers Jobs Program. Hearings before the Subcommittee on Retirement Income and Employment of the Select Committee on Aging. House of Representatives, Ninety-Seventh Congress, Second Session (Washington, DC, February 25, 1982; Boston, MA, February 19, 1982; Astoria, NY, February 22, 1982).

Congress of the U.S., Washington, D.C. House Select Committee on Aging.
Report No-House-Comm-Pub-97-335
Pub Date 82
Note-269p.; Not available in paper copy due to small type.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education; Adults; *Community Services; *Employment Programs; Federal Legislation; Federal Programs; Hearings; *Low Income Groups; *Older Adults; *Part Time Employment; Retirement
Identifiers-*Older Americans Act 1965 Title V; *Older Workers Jobs Program

The Subcommittee on Aging of the House of Representatives was provided with information on the administration's plan to eliminate the older workers jobs program authorized by Title V, Older Americans Act. Testimony for each hearing begins with opening statements by members of the subcommittee. Statements follow from approximately 40 witnesses and audience participants representing program participants; Ohio Green Thumb; Office of Management Assistance, U.S. Employment and Training Administration; Director of Old Worker Program; Federal Council on the Aging Evaluation of the Title V program; National Committee on Careers for Older Americans; Massachusetts Association of Older Americans; Affairs of the Elderly, City of Boston; New York City Department for the Aging; and former Title V employees. Appendixes include submissions by 11 members, Select Committee on Aging, and 7 interested members of Congress; statements from 8 national organizations; and additional material received for the record from the Boston and Astoria hearings. (YLB)

ED222757 CE034285

New Educational Assistance Program for the Military to Assist Recruiting. Hearings before the Military Personnel and Compensation Subcommittee of the Committee on Armed Services. House of Representatives. Ninety-Seventh Congress. First and Second Sessions. (June 24, September 10, 16, 17, 24, 30, October 1, 7, 21, 28, November 17, 1981, and March 11, 1982).

Congress of the U.S., Washington, D.C. House Committee on Armed Services.
Report No-HASC-97-45
Pub Date 82
Note-573p.
EDRS Price - MF02/PC23 Plus Postage.
Descriptors-Educational Finance; Educational Legislation; *Federal Legislation; Hearings; *Military Personnel; Position Papers; Postsecondary Education; *Public Policy; *Recruitment; Student Costs; *Student Financial Aid; Student Needs; *Veterans
Identifiers-Congress 97th; *Military Educational Assistance Legislation

These congressional hearings contain testimony given in Washington, D.C., in June 1981 pertaining to seven bills dealing with new educational assistance programs for military recruitment (H.R. 1400, H.R. 2579, H.R. 2399, H.R. 2790, H.R. 3340, H.R. 3713, and H.R. 3997). Included among those agencies/organizations represented at the hearings were the following: the Navy Recruiting Command; Seneca Valley High School in Germantown, Maryland; the National Association for Uniformed Services; the Army Reserve; the Air Force Association; the Air National Guard; T. C. Williams High School in Alexandria, Virginia; the Enlisted Career Planning Branch of the Marine Corps; the Department of Veterans' Benefits of the Veterans' Administration; the National Technical Schools of Los Angeles; the National Guard Association; the United States Air Force; the Des Moines District Recruiting Command; the National Military Wives' Association; the Navy League; the National Farmers' Union; the Reserve Officers' Association of the United States; and the American Association of Community and Junior Colleges. (Texts of the above-mentioned bills are included in the hearings. (MN)

ED222758 CE034286

Heinrich, June Sark

Education for Older People: Another View of Mainstreaming. Fastback 181.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Spons Agency-Phi Delta Kappa, Los Angeles. Univ. of Southern California.

Report No-ISBN-0-87367-181-3

Pub Date 82

Note-35p.

Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75; members, $0.60; quantity discounts available).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Basic Education; *Adult Education; Adult Learning; *Educational Needs; Educational Philosophy; *Educational Trends; Futures (of Society); *Older Adults; Position Papers; Postsecondary Education

Identifiers-*Intergenerational Programs

There is a strong case to be made for mainstreaming older people into regular classes and schools rather than segregating them in special, separate groups on the basis of age. Many older Americans are in need of elementary-secondary level training in order to become functionally literate. Similarly, the continually changing nature of work has forced many middle-aged and older adults to seek vocational training or retraining. The decline in enrollment and financial problems currently being faced by institutions at all educational levels make the mainstreaming of adults into regular classrooms not only feasible but economically advantageous. While it is true that education has traditionally meant education of the young, America has manifested a historical trend toward all-inclusive education. Many of the traditional assumptions underlying American education would tend to support the mainstreaming of older adults into regular classrooms. Included amoung these are the notions of education as preparation, education as continuous growth, and education as an end. What is needed now is an age-inclusive system of education in which schooling would no longer be viewed as preparation of youth but rather as a lifelong process. (MN)

ED222759 CE034288

Prisoners Receiving Social Security and Other Federal Retirement, Disability, and Education Benefits.

Comptroller General of the U.S., Washington, D.C.
Report No-GAO/HRD-82-43
Pub Date 22 Jul 82
Note-35p.
Available from-U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (First five free; additional copies, $3.25--bound, $1.00--unb[illegible]nd).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cost Estimates; *Federal Aid; Federal Legislation; Information Needs; Position Papers; Postsecondary Education; *Prisoners; Program Administration; Program Improvement; Public Policy; *Retirement Benefits; *Student Financial Aid; *Veterans Education
Identifiers-*Disability Payments; Pell Grant Program; Social Security Amendments 1980; *Social Security Benefits; Veterans Education Amendments 1980

Because of public concern over prisoners receiving cash benefits from Social Security Administration (SSA) and Veterans' Administration (VA) programs, the General Accounting Office (GAO) conducted a study to estimate the number of prisoners currently receiving cash, social security, other federal retirement, disability, and educational benefits. After analyzing testimony given at congressional hearings, reviewing a random sample of prison systems in 20 states, and constructing estimates of payments to prisoners from SSA, VA, and other similar federal programs, GAO staff estimated that over 4 percent of incarcerated felons (over 13,000 prisoners) were receiving such cash benefits in 1980. Another 4 percent of incarcerated felons received postsecondary education funded through Pell Grants. Because of the numerous instances of fraudulent and/or improper receipt of such benefits discovered by GAO staff, the GAO recommended that the SSA and VA encourage state prison systems to give the SSA periodic lists of prisoners, incarceration dates, and accurate social security numbers and to share all such corrected information with the VA and with state prisons. In addition, the GAO recommended that Pell Grant program regulations be amended so that students' attendance costs are calculated after any tuition waivers have been granted. (MN)

ED222760 CE034289

Insights into CETA's In-School Youth Programs.
General Accounting Office, Washington, D.C.
Report No-GAO/HRD-82-116
Pub Date 28 Sep 82
Note-55p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Comparative Analysis; *Economically Disadvantaged; Educational Research; Employment Programs; Federal Legislation; *Federal Programs; Participant Satisfaction; Program Effectiveness; Program Evaluation; School Districts; School Involvement; Secondary Education; *Secondary School Students; Student Attitudes; Vocational Education; *Youth Employment; *Youth Programs
Identifiers-*Comprehensive Employment and Training Act; *Youth Employment Training Program

In-school youth programs that operated under Title IVA-3, Youth Employment and Training Programs (YETP), and under Title IIB of the Comprehensive Employment and Training Act (CETA) were reviewed. Standardized survey questionnaires mailed to former participants in the IIB and YETP in-school youth programs focused on post-termination education, employment experiences and views on how programs helped with education/employment goals. Survey questionnaires mailed to prime sponsors obtained information on structure and operation of 1981 in-school youth programs and views on potential provisions of future employment and training legislation. More prime sponsors served in-school youth under YETP than under IIB, but there were few statistically significant differences between the two programs. Those differences tended to stem from specific objectives in the YETP legislation. More YETP participants were awarded academic credit, and YETP permitted a greater array of services. Also, few differences were found between YETP and IIB participants. This seven-page narrative summary of results is followed by appendixes including a more detailed discussion, data on sponsor views on future employment and training programs, review methodology, and data tables of questionnaire results. (YLB)

ED222761 CE034295

Electronic Computer Systems Repairman, 7-4. Military Curriculum Materials for Vocational and Technical Education.

Air Force Training Command, Keesler AFB, Miss.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 78

Note-611p.

EDRS Price - MF03/PC25 Plus Postage.

Descriptors-*Computers; Electric Circuits; *Electronic Equipment; *Electronic Technicians; *Equipment Maintenance; Military Personnel; Military Training; Number Systems; Postsecondary Education; Secondary Education; *Technical Education; Workbooks

Identifiers-*Computer Technicians; Military Curriculum Project

These military-developed curriculum materials consist of three volumes of self-paced, individualized training manuals for use by those studying to be electronic computer systems technicians. Covered in the individual volumes are the following topics: computer principles (number sytems, computer circuits, computer components, computer units, input-output units, and computer power supples); general maintenance (supervision and training, general maintenance, equipment identification, and testing equipment); and system maintenance (adjustments, alignments, programming, and troubleshooting). Each volume contains a text with charts and diagrams as well as a workbook with objectives, assignments, review exercises and answers, and volume review exercises. (MN)

ED222762 CE034296

Airframe Repair Specialist, 2-3. Military Curriculum Materials for Vocational and Technical Education.

Chanute AFB Technical Training Center, Ill.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 78

Note-634p.

EDRS Price - MF03/PC26 Plus Postage.

Descriptors-*Aviation Mechanics; *Aviation Technology; Equipment Evaluation; *Equipment Maintenance; Equipment Utilization; Inspection; Mathematics; Metals; *Metal Working; Military Personnel; Military Training; Personnel Management; Postsecondary Education; Safety; Secondary Education; Supervision; Technical Education; Training; Workbooks

Identifiers-*Airframe Technicians; Military Curriculum Project

These military-developed curriculum materials consist of five volumes of individualized, self-paced training manuals for use by those studying to be airframe repair technicians. Covered in the individual volumes are the following topics: fundamentals of organization and management (ground safety, aircraft ground safety, and aerospace and power equipment safety); fundamentals of metalworking (aircraft metals, corrosion control of metals, metal cutting, hand and machine forming of metals, and shop mathematics); aircraft structural repairs (aircraft fasteners, common attaching methods, structural repairs, and control surface balancing); specialized repairs (transparent enclosures, fiberglass enclosures and parts, metal bonded honeycombs, and aircraft cable and plumbing repairs); and supervision and training (inspections and evaluations, optical alignment, and personnel management). Each volume contains text material as well as workbooks with objectives, exercises, answers to the exercises, and volume review exercises. (MN)

ED222763 CE034303

Drewes, Donald W.

Working for America: A Worker-Centered Approach to Productivity Improvement.

Conserva, Inc., Raleigh, N.C.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date Sep 82

Contract No-300-81-0352

Note-68p.; For related documents, see ED 219 527, ED 219 586. and CE 034 304-313.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Coordination; *Educational Cooperation; *Human Resources; Industry; Labor Force; *Labor Force Development; Postsecondary Education; *Productivity; School Business Relationship; *School Role; Secondary Education; *Vocational Education

Identifiers-*Productivity Improvement

This report examines worker-centered productivity and discusses the organizational and educational strategies for its improvement. Chapter 1 explores the meaning and measurement of productivity and the benefits of productivity improvement--profits, a weapon against inflation, success in international trade, increased standard of living, improved quality of life, and equality of economic opportunity. In chapter 2, the nature of the productivity problem is examined. International comparisons are made and causes that are commonly regarded as contributing significantly to the plunge in productivity performance are considered, including the amount of capital available to the worker, changes in labor force structure, sectional shifts in the economy, and management. Chapter 3 outlines a general participative strategy for worker-centered productivity improvement. Techniques are discussed for carrying out the four stages--information, communication, understanding, and involvement--of infusing an organizational commitment to productivity. Chapter 4 looks at human resources and the impact on productivity improvement through education and training. Recommendations are offered to strengthen joint business, industry, and vocational education commitments to productivity improvement. (YLB)

ED222764 CE034304

Drewes, Donald W.

Vocational Education: Its Role in Productivity Improvement and Technological Innovation.

Conserva, Inc., Raleigh, N.C.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date Sep 82

Contract No-300-81-0352

Note-81p.; For related documents, see ED 219 527, ED 219 586, and CE 034 303-313.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Agency Role; Human Resources; Industry; *Labor Force Development; Postsecondary Education; *Productivity; School Business Relationship; School Role; Secondary Education; *State Agencies; *Technological Advancement; *Vocational Education

Identifiers-*Productivity Improvement

This report addresses productivity and technology from the perspective of state vocational education agencies. Chapter 1 explores the meaning and measurement of productivity and the benefits of productivity improvement--profits, a weapon against inflation, success in international trade, increased standard of living, improved quality of life, and equality of economic opportunity. In chapter 2, four major technological innovations and their consequent skills implications are briefly discussed. The four technologies are microprocessors, robotics, computer-assisted design, computer-assisted manufacturing systems, and the office of the future. Chapter 3 examines major external forces influencing America's present productivity position, including the thirst for capital, the shrinking share in foreign trade, a segmented economy, the job creation process, labor shortages, and the management climate. Chapter 4 suggests specific strategies and mechanisms for use by state-level vocational education agency personnel in productivity improvement efforts. Suggestions are grouped according to major agency functions: program planning, program funding, research and development, professional development, technical assistance, administration, and

business/industry linkages. (YLB)

ED222765 CE034305

Drewes, Donald W.
Productivity Workshop Plan.
Conserva, Inc., Raleigh, N.C.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date Sep 82
Contract No-300-81-0352
Note-37p.; For related documents, see ED 219 527, ED 219 586, and CE 034 303-313.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Agency Role; Business; Evaluation; Human Resources; Industry; *Inservice Education; Labor Force Development; Objectives; Postsecondary Education; *Productivity; *School Role; Secondary Education; *State Agencies; *Vocational Education; Vocational Education Teachers; *Workshops
Identifiers-*Productivity Improvement

This document presents a plan for conducting productivity workshops sponsored by state vocational education agencies for state agency staff, field vocational educators, and representatives of businesses and industry. The rationale is discussed, and workshop goals and objectives are stated. Suggested procedures are described for the attainment of each of the five objectives: to present evidence of the productivity problem, to demonstrate why productivity is of critical economic and social importance, to discuss major factors that have contributed to productivity decline, to explore the significance of social trends in shaping vocational education's role in productivity improvement, and to identify possible strategies for vocational education intervention. Procedures contain a discussion of recommended workshop strategies and are accompanied by references to sources of additional information. Workshop evaluation is considered, and a tentative agenda is provided. Three appendixes include workshop transparencies, a prototype copy of a document for pre-planning for a vocational education productivity emphasis for use in the workshop, and a productivity workshop evaluation form. (YLB)

ED222766 CE034306

Jaffe, J. A., Ed.; And Others

Technologies of the '80s: Their Impact on Vocational Agriculture Occupations.

Conserva, Inc., Raleigh, N.C.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date Sep 82

Contract No-300-81-0352

Note-102p.; For related documents, see ED 219 527, ED 219 586, and CE 034 303-313.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Agricultural Education; Agricultural Machinery; *Agricultural Occupations; Agronomy; Animal Husbandry; *Diffusion (Communication); Job Skills; Microcomputers; Pests; Plant Propagation; Postsecondary Education; Secondary Education; *Technological Advancement; *Vocational Education

Identifiers-Aquaculture; *Impact; Irrigation; Microelectronics; Renewable Energy Resources

This report is one of seven that identify major new and emerging technological advances expected to influence major vocational education program areas and to describe the programmatic implications in terms of skill-knowledge requirements, occupations most directly affected, and the anticipated diffusion rate. Chapter 1 considers technology as process, the relation of technology and productivity, and technology as the arbitrator of work. The first of three sections in chapter 2 presents the procedures used to identify and clarify the most innovative, new, and emerging technologies with implications for vocational education. Brief descriptions of the technologies expected to affect vocational agricultural occupations are included in section 2. Section 3 contains 12 essays describing these new and emerging technologies with implications for vocational agricultural occupations: animal production, aquaculture, micropropagation of plants with preplanned genetic characteristics, soil-less plant propagation--nutrient film technique, personal computers, microelectronic monitors and controls, agricultural machinery and equipment, planting methods and equipment, conservation tillage, drip or trickle irrigation, renewable energy technologies, and integrated pest management. Chapter 3 is an annotated bibliography with citations descriptive of new or emerging technologies, their diffusion, or insights as to their vocational implications. (YLB)

ED222767 CE034307

Jaffe, J. A., Ed.; And Others

Technologies of the '80s: Their Impact on Distribution Occupations.

Conserva, Inc., Raleigh, N.C.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date Sep 82
Contract No-300-81-0352
Note-73p.; For related documents, see ED 219 527, ED 219 586. and CE 034 304-313.

EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Databases; *Diffusion (Communication); *Distributive Education; Electrical Appliances; Facility Inventory; Job Skills; Marketing; Microcomputers; Postsecondary Education; Retailing; *Sales Occupations; Secondary Education; *Technological Advancement; Vocational Education; Wholesaling
Identifiers-*Impact; Microelectronics

This report is one of seven that identify major new and emerging technological advances expected to influence major vocational education program areas and to describe the programmatic implications in terms of skill-knowledge requirements, occupations most directly affected, and the anticipated diffusion rate. Chapter 1 considers technology as process, the relation of technology and productivity, and technology as the arbitrator of work. The first of three sections in chapter 2 presents the procedures used to identify and clarify the most innovative, new, and emerging technologies with implications for vocational education. Brief descriptions of the technologies expected to affect distributive occupations are included in section 2. Section 3 contains seven essays describing these new and emerging technologies with implications for distribution occupations: microelectronic monitors and controls, personal computers, inventory control systems, marketing and technology, database systems, advances in household appliances, and videotex systems. Chapter 3 is an annotated bibliography with citations descriptive of new or emerging technologies, their diffusion, or insights as to their vocational implications. (YLB)

ED222768 CE034308

Jaffe, J. A., Ed.; And Others

Technologies of the '80s: Their Impact on Health Occupations.

Conserva, Inc., Raleigh, N.C.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date Sep 82
Contract No-300-81-0352
Note-71p.; For related documents, see ED 219 527, ED 219 586, and CE 034 303-313.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Allied Health Occupations; *Allied Health Occupations Education; Databases; *Diffusion (Communication); *Health Occupations; Health Services; Job Skills; Medical Education; Medical Services; Microcomputers; Postsecondary Education; Professional Occupations; Secondary Education; *Technological Advancement; *Vocational Education
Identifiers-*Impact; Microelectronics

This report is one of seven that identify major new and emerging technological advances expected to influence major vocational education program areas and to describe the programmatic implications in terms of skill-knowledge requirements, occupations most directly affected, and the anticipated diffusion rate. Chapter 1 considers technology as process, the relation of technology and productivity, and technology as the arbitrator of work. The first of three sections in chapter 2 presents the procedures used to identify and clarify the most innovative, new, and emerging technologies with implications for vocational education. Brief descriptions of the technologies expected to affect health occupations are included in section 2. Section 3 contains seven essays describing these new and emerging technologies with implications for health occupations: microelectronic monitors and controls in medical care, database systems in patient care, diagnostic imaging, controlled infusion, physiological monitoring, health care delivery systems, and microcomputers and microprocessors. Chapter 3 is an annotated bibliography with citations descriptive of new or emerging technologies, their diffusion, or insights as to their vocational implications. (YLB)

ED222769 CE034309

Jaffe, J. A., Ed.; And Others

Technologies of the '80s: Their Impact on Home Economics Occupations.

Conserva, Inc., Raleigh, N.C.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date Sep 82

Contract No-300-81-0352

Note-49p.; For related documents, see ED 219 527, ED 219 586, and CE 034 303-313.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Consumer Education; *Diffusion (Communication); Electrical Appliances; *Home Economics; *Homemakers; Home Management; Job Skills; Microcomputers; Postsecondary Education; Secondary Education; *Technological Advancement; Videotex; *Vocational Education

Identifiers-*Impact; Microelectronics

This report is one of seven that identify major new and emerging technological advances expected to influence major vocational education program areas and describe the programmatic implications in terms of skill-knowledge requirements, occupations most directly affected, and the anticipated diffusion rate. Chapter 1 considers technology as process, the relation of technology and productivity, and technology as the arbitrator of work. The first of three sections in chapter 2 presents the procedures used to identify and clarify the most innovative, new, and emerging technologies with implications for vocational education. Brief descriptions of the technologies expected to affect home economics occupations are included in section 2. Section 3 contains four essays describing these new and emerging technologies with implications for home economics occupations: microelectronic monitors

and controls for the consumer, personal computers and the homemaker, advances in household appliances, and videotex in home management. Chapter 3 is an annotated bibliography with citations descriptive of new or emerging technologies, their diffusion, or insights as to their vocational implications. (YLB)

ED222770 CE034310

Jaffe, J. A., Ed.; And Others

Technologies of the '80s: Their Impact on Office Occupations.

Conserva, Inc., Raleigh, N.C.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date Sep 82

Contract No-300-81-0352

Note-82p.; For related documents, see ED 219 527, ED 219 586, and CE 034 303-313.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Automation; Computer Programs; Databases; *Diffusion (Communication); Facility Inventory; Flexible Working Hours; Job Sharing; Job Skills; Microcomputers; *Office Occupations; *Office Occupations Education; Participative Decision Making; Postsecondary Education; Secondary Education; *Technological Advancement; *Vocational Education; Word Processing

Identifiers-*Impact; Optical Data Transmission

This report is one of seven that identify major new and emerging technological advances expected to influence major vocational education program areas and to describe the programmatic implications in terms of skill-knowledge requirements, occupations most directly affected, and the anticipated diffusion rate. Chapter 1 considers technology as process, the relation of technology and productivity, and technology as the arbitrator of work. The first of three sections in chapter 2 presents the procedures used to identify and clarify the most innovative, new, and emerging technologies with implications for vocational education. Brief descriptions of the technologies expected to affect office occupations are included in section 2. Section 3 contains nine essays describing these new and emerging technologies with implications for office occupations: personal computers, database systems, software, inventory control systems, word processing, optical data transmission, office automation (office of the future), alternative work scheduling, and worker participation in management (quality circles). Chapter 3 is an annotated bibliography with citations descriptive of new or emerging technologies, their diffusion, or insights as to their vocational implications. (YLB)

ED222771

CE034311

Jaffe, J. A., Ed.; And Others
Technologies of the '80s: Their Impact on Technical Occupations.
Conserva, Inc., Raleigh, N.C.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date Sep 82
Contract No-300-81-0352
Note-93p.; For related documents, see ED 219 527, ED 219 586, and CE 034 303-313.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Automation; Auto Mechanics; Computer Oriented Programs; Computer Programs; Design; *Diffusion (Communication); Job Skills; Manufacturing; Microcomputers; Postsecondary Education; Secondary Education; *Technical Education; *Technical Occupations; *Technological Advancement; Vocational Education
Identifiers-Computer Assisted Design; Computer Assisted Manufacturing; *Impact; Optical Data Transmission; Renewable Energy Resources; Robotics

This report is one of seven that identify major new and emerging technological advances expected to influence major vocational education program areas and to describe the programmatic implications in terms of skill-knowledge requirements, occupations most directly affected, and the anticipated diffusion rate. Chapter 1 considers technology as process, the relation of technology and productivity, and technology as the arbitrator of work. The first of three sections in chapter 2 presents the procedures used to identify and clarify the most innovative, new, and emerging technologies with implications for vocational education. Brief descriptions of the technologies expected to affect technical occupations are included in section 2. Section 3 contains nine essays describing these new and emerging technologies with implications for technical occupations: process control, microelectronic monitors and controls, computer-based design and manufacture, robotics, software, optical data transmission, automotive services, renewable energy technologies, and microcomputers and microprocessors. Chapter 3 is an annotated bibliography with citations descriptive of new or emerging technologies, their diffusion, or insights as to their vocational implications. (YLB)

ED222772   CE034312

Jaffe, J. A., Ed.; And Others

Technologies of the '80s: Their Impact on Trade and Industrial Occupations.

Conserva, Inc., Raleigh, N.C.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date Sep 82

Contract No-300-81-0352

Note-85p.; For related documents, see ED 219 527, ED 219 586, and CE 034 303-313.

EDRS Price - MF01/PC04 [illegible]us Postage.

Descriptors-Automation; Blue Collar Occupations; *Diffusion (Communication); *Industrial Personnel; Job Skills; Machine Tools; Microcomputers; Postsecondary Education; Secondary Education; Semiskilled Occupations; Service Occupations; *Skilled Occupations; Technical Occupations; *Technological Advancement; *Trade and Industrial Education; *Vocational Education; Welding

Identifiers-Computer Assisted Design; Computer Assisted Manufacturing; *Impact; Microelectronics; Optical Data Transmission; Robotics

This report is one of seven that identify major new and emerging technological advances expected to influence major vocational education program areas and to describe the programmatic implications in terms of skill-knowledge requirements, occupations most directly affected, and the anticipated diffusion rate. Chapter 1 considers technology as process, the relation of technology and productivity, and technology as the arbitrator of work. The first of three sections in chapter 2 presents the procedures used to identify and clarify the most innovative, new, and emerging technologies with implications for vocational education. Brief descriptions of the technologies expected to affect trade and industrial occupations are included in section 2. Section 3 contains eight essays describing these new and emerging technologies with implications for trade and industrial occupations: process control, microelectronic monitors and controls, computer-based design and manufacture, robotics, machining, welding, optical data transmission, and microcomputers and microprocessors. Chapter 3 is an annotated bibliography with citations descriptive of new or emerging technologies, their diffusion, or insights as to their vocational implications. (YLB)

ED222773 CE034313

Utilizing Vocational Education to Improve Productivity. Final Report.
Conserva, Inc., Raleigh, N.C.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date Sep 82
Contract No-300-81-0352
Note-38p.; For related documents, see ED 219 527, ED 219 586, and CE 034 303-312.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Agency Role; Human Resources; Industry; Job Skills; Labor Force Development; Postsecondary Education; *Productivity; School Business Relationship; *School Role; Secondary Education; *State Agencies; *Technological Advancement; *Vocational Education
Identifiers-Impact; *Productivity Improvement

The purpose of a project was to increase the use of vocational education as a means of improving productivity. This purpose was to be accomplished through a two-fold goal: enhancing vocational education responsiveness to technological change and promoting a heightened public- and private-sector awareness of vocational education as a mechanism for productivity improvement. Through a literature review, major new technologies with impact relevance for vocational education were identified. The next step, assessment of the programmatic implications of the new technologies identified, was accomplished by relying upon 37 experts in the field to write 56 working papers. They provided information on job skills and the vocational education equipment and facilities necessary to teach those skills. Project staff prepared a monograph on the role of vocational education in productivity improvement, a paper on the role of state vocational education agencies in productivity improvement, and productivity workshop materials. The 56 working papers were also developed into a series of 7 reports that are each devoted to 1 of the major vocational education program areas: agriculture, distribution, health, home economics, office, technical, and trade and industrial. (A copy of the dissemination plan is provided.) (YLB)

ED222774 CE034315

Johnson, William B.; Ziegler, Charles F., Jr.

A National Opinion Survey of Aviation Maintenance Training Regulations. Technical Report.

Illinois Univ., Urbana. Inst. of Aviation.
Spons Agency-Aviation Technician Education Council, Houston, TX.
Report No-ARL-TR82-2
Pub Date Oct 82
Note-65p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Attitudes; *Aviation Mechanics; Aviation Technology; Curriculum; Educational Needs; Educational Practices; *Federal Regulation; National Surveys; Postsecondary Education; *Program Effectiveness; Secondary Education; Teacher Attitudes; *Technical Education
Identifiers-Federal Aviation Administration; *Federal Aviation Regulation Part 147

A national survey examined the opinions of aircraft maintenance training school administrators and instructors concerning the suitability of Federal Aviation Regulation Part 147 (FAR 147) to regulate effectively today's training programs. Responding to the mail survey instrument were 163 persons representing 90 schools in 37 states. Included among the major views expressed by the respondents were the following: (1) instructors should be required to update their curriculum every 5 years and should operate under the inspection of the local General Aviation District Office; (2) the certification system should be modified to recognize rotary wing, avionics, and other specialists; (3) stricter certification procedures are necessary for aviation maintenance trainers, including minimum on-the-job experience and formal instruction on principles of educational techniques; (4) current written tests are inadequate and are compromised by the publication of tests and answers; (5) while most portions of the present curriculum are acceptable, certain subject areas are in need of content increase and other areas are in need of content decrease; and (6) the Federal Aviation Administration should conduct a comprehensive curriculum evaluation. (The survey instrument and a list of respondents are appended.) (MN)

ED222775 CE034327

Campaigning for Literacy. Courier No. 25.

Asian - South Pacific Bureau of Adult Education.

Pub Date Jul 82

Note-80p.; Papers presented at the Seminar on Campaigning for Literacy (Udaipur, Rajasthan, India, January 4-11, 1982).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Adult Education; *Adult Literacy; *Adult Programs; Developing Nations; *Literacy Education; *Mass Instruction; National Programs

Identifiers-*Asia; Bangladesh; Burma; China; India; Vietnam

This issue contains those materials from a seminar on "Campaigning for Literacy" held at Udaipur, Rajasthan, India, on January 4-11, 1982 that concentrate on Asian experience. The "Udaipur Literacy Declaration," presented first, is followed by extracts from the opening addresses and a review of the report, "Campaigning for Literacy," by H.S. Bhola. The next section contains extracts with particular relevance to the Asian region from the Bhola report, which is an indepth study of eight national literacy campaigns of the 20th century. Four extracts are then provided from country papers and reports dealing with the National Adult Education Program 1978 in India, mass education in Bangladesh, current status and future prospects of literacy in Thailand, and eradication of illiteracy in the Socialist Republic of Vietnam. Extracts from the Bhola report on literacy movements in Vietnam, the People's Republic of China, and Burma conclude the issue. A selected bibliography is appended. (YLB)

Smith, Eileen
Career Key: A Career Library Management System.
Pub Date [82]

Note-14p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Education; Higher Education; Indexes; Information Dissemination; *Information Processing; *Information Systems; *Library Materials; *Microcomputers; Program Design; Program Development; User Satisfaction (Information)
Identifiers-Career Information Systems; *Career Key (Microcomputer System); *Florida State University

Career Key is a microcomputer library management system designed to access the cataloging records of the Career Development Library at Florida State University. The Career Key system, which provides access to a comprehensive and integrated multi-media collection of about 1,500 career resources, is based on a classification system involving 35 subject headings in the following subject areas: career planning, occupational information, educational opportunities, work experience and training, job hunting skills, and career placement. A tool for both subject retrieval and maintenance of library records, the Career Key system allows for the performance of five separate library functions--entering new documents, updating old document entries, updating codes, reporting, and subject referral. Thus far, client and staff responses to the Career Key have been positive. Because the system provides a centralized, compact indexing system to the library's entire career resource collection, it has eliminated the need for maintaining numerous sets of catalog cards and commercial indexes. In addition, the computer-generated printout of relevant library resources has provided a convenient guide for clients and has allowed for the more efficient use of professional staff time. (MN)

ED222777 CE034329

Musickant, Claire

Displaced Homemakers Project. Leader's Guide.

Waukesha County Technical Inst., Waukesha, Wis.

Spons Agency-Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date 82

Note-188p.; Prepared by the Women's Development Center.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Adult Education; *Coping; Death; Decision Making; *Displaced Homemakers; Grief; Hispanic Americans; *Job Search Methods; Job Skills; Leaders Guides; *Money Management; Program Development; Program Implementation; *Self Evaluation (Individuals); *Workshops

Identifiers-Goal Setting; *Life Planning

This handbook is designed to assist vocational technical adult education providers in developing workshops for displaced homemakers. Covered first are various aspects of planning a displaced homemakers workshop, including format, time, location, publicity and recruitment, staff and presenters, community resources, budget items, and other preparations. The goals and objectives of the program are outlined. Provided next are guidelines, resources, and instructional materials for use in implementing workshop sessions on the following topics: coping with grief and loss, assessing personal strengths and weaknesses, managing financial resources, identifying job skills, developing job and career seeking techniques, and decision making. A model is presented for a four-session bilingual workshop for Hispanic American displaced homemakers. Appended to the report are recruitment brochures, a cover letter to funeral directors, profiles of presenters, a community resource folder, a list of community resource brochures and samples, an outline of wills and estate planning, a seminar brochure, and course evaluations. (MN)

ED222778 CE034349

Williams, Shirley; And Others

Youth without Work: Three Countries Approach the Problem.

Organisation for Economic Cooperation and Development, Paris (France).
Report No-ISBN-92-64-12240-0
Pub Date 81
Note-253p.; Published in French under the title "Les jeunes sans emploi: trois strategies."
Available from-OECD Publications and Information Center, 1750 Pennsylvania Avenue, NW, Suite 1207, Washington, DC 20006 ($15.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Employment Programs; Federal Legislation; Federal Programs; *Foreign Countries; Job Development; *Policy; Postsecondary Education; Secondary Education; *Unemployment; Vocational Education; *Youth Employment; Youth Programs
Identifiers-Comprehensive Employment and Training Act; *Denmark; National Policy; United States; *West Germany; Youth Employment and Demonstration Projects Act

Results of examinations of youth employment policies are presented for three countries--Denmark, the Federal Republic of Germany, and the United States. Part 1 is a report by Shirley Williams with conclusions on the broad social and economic issues as they relate to problems of youth employment and unemployment. Parts 2 through 4 are the three country reviews of the report. The review of Danish policies considers the country's integrated approach with educational provision for young people in the last years of school and beyond the statutory period and manpower programs provided under the Special Employment Plan Number 2. The report on German policies focuses on dealing with youth unemployment not through job creation measures but by reduction of the number entering the labor force directly from school through a well-established system of vocational education and training that has been expanded to absorb more adolescents. The review of United States policies concentrates on programs provided under the Comprehensive Employment and Training Act and the Youth Employment and Demonstration Projects Act. Part 5 is a brief resume of the proceedings of the December 1980 meeting of the High Level Conference on Youth Employment of the Organisation for Economic Co-operation and Development. (YLB)

ED222779 CE034371

Johnson, Diane E.

Handling Incoming and Outgoing Mail. Office Occupations. Audiovisual Package. Instructor's Guide. Student Activity Packet.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date 82

Note-54p.; For related documents see CE 034 189-197.

Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Write for price).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives; *Business Correspondence; *Business Skills; Check Lists; *Clerical Occupations; Competency Based Education; Job Skills; Learning Activities; Learning Modules; *Letters (Correspondence); *Office Occupations; *Office Occupations Education; Postsecondary Education; Scripts; Secretaries; Teaching Guides

This instructor's guide and student activity packet (together with a slide/tape presentation not available here) comprise a module for the postsecondary office occupations education competency area of handling incoming and outgoing mail. Modules for other competency areas are available separately. The purpose stated for the module is to help students obtain basic job skills in working with the United States Postal Service and other types of communication distributive departments to provide the most efficient means of processing mail in a business office. The instructor's guide includes an introduction, performance objectives, special notes to instructor, time and facilities, suggestions for discussion, optional student activities, suggested evaluation criteria, keys to student activities, the narrative for the slide/tape presentation, and a list of resources and references. Contents of the student activity packet include an introduction, performance objectives, necessary resource materials, directions for completing the activities provided, a student checksheet for taking notes during the slide/tape presentation, and the activities to be completed in order to master the competencies on which the module is based. (YLB)

ED222780 CE034391

Hopps, Zona Joyce

Dimensions of Occupational Stress: Implications for Vocational Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Pub Date Jul 79
Note-66p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adjustment (to Environment); Coping; *Job Satisfaction; *Organizational Climate; Postsecondary Education; School Role; Secondary Education; *Stress Variables; *Vocational Education; *Work Environment
Identifiers-*Stress Management

Since vocational education normally deals with potential workers, it needs to include courses whose content focuses on developing effective coping strategies to deal with occupational stressors that affect job satisfaction. Occupational stress is defined as a dynamic reciprocal relationship between an individual and the work environment. Antecedents, or moderators, of strain that leads to job dissatisfaction are role ambiguity, role conflict, quantitative and qualitative overload, boundary spanning, role responsibility, and personality traits. As the definition of stress implies, stress is caused by a degree of imbalance between a person's needs and skills and the organization's requirements and demands. A model that proposes the congruence of persons and environments in organizations seems appropriate to reduce strain and increase job satisfaction. Determinants of job satisfaction include mentally challenging work, autonomy, variety, task identity, recognition, higher-order need strengths, need for independence, educational levels, participation, and role perceptions. Vocational education needs to provide students with those skills necessary to detect potentially stressful situations and cope with anticipated job stressors and thus improve workers' total effectiveness. (YLB)

ED222781 CE034392

Gramling, Robert B.; Brabant, Sarah

Increased Opportunity versus Affirmative Action: An Empirical Examination of Sex Equity.

Pub Date 82

Note-18p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affirmative Action; Comparative Analysis; Employment Level; *Employment Opportunities; *Employment Patterns; Females; Labor Force; *Salary Wage Differentials; *Sex Fairness; Surveys

Identifiers-Louisiana (Saint Mary Parish)

A study examined two models--increased opportunity and affirmative action--as proposed solutions to sex inequities in wage and occupational distribution. The Increased Opportunity Model assumes that increased economic opportunities will disproportionately benefit women and minorities because of their relative position in the labor force. The Affirmative Action Model contends that the problem of inequity cannot be solved with increased opportunities in the labor market because the inequities are creations of that market. To compare the validity of the two models, researchers collected data pertaining to the yearly income, occupation, place of residence, and sex of 1,560 members of the labor force in East St. Mary Parish, Louisiana. Next, they compared this employment data with similar data for the State of Louisiana. Based on their comparisons, the researchers concluded that increased opportunity will not, in and of itself, reduce sex inequities. Therefore, they called for further research to delineate the impediments to increased female labor force participation in order to pinpoint effectively appropriate affirmative action strategies. (MN)

ED222782 CE034393

Clogg, Clifford C.; Shockey, James W.

Trends in the Mismatch between Occupation and Schooling: 1969-1980.

Spons Agency-National Science Foundation, Washington, D.C. Div. of Social Sciences.

Pub Date Nov 81

Contract No-NSF-SES-7823759

Note-52p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September 1982).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Data Analysis; Data Collection; Demography; Educational Attainment; *Educational Trends; *Education Work Relationship; *Employment Patterns; Information Needs; Labor Force; Postsecondary Education; *Relevance (Education); Research Design; *Research Methodology; Research Needs; Secondary Education; Trend Analysis; Vocational Followup

Identifiers-Current Population Survey; *Occupational Mismatch

Researchers propsed a new method for measuring the mismatch between the level of schooling and occupation on a per-worker basis. The method is basically a prevalence measure that relies on census data pertaining to schooling, occupation, and the match between them on a per-worker basis. After applying their method to data derived from the March Current Population Survey for each of the 12 years from 1969 through 1980, researchers determined that there has been at least a 64 percent increase in occupational mismatch over the 12-year interval. Also emerging from the analysis was the fact that the 20 through 34 age group experienced the most alarming increase in mismatch. In addition, researchers found that the broad category of managerial occupations registered over a 9 percent increase in mismatch risk, indicating the types of occupations into which over-educated workers are typically being placed. Feeling that their measure of occupational mismatch is more comprehensive than other similar previously-developed measures, the researchers called for further research on how the new method should be used in demographic research on labor force or labor market problems. They also recommended using the mismatch measure on the educational and employment policy fronts. (MN)

ED222783 CE034394

Thompson, Orville E.; And Others

Women Entering Agriculture: A Study of College Graduates.

California Univ., Davis. Dept. of Applied Behavioral Sciences.
Spons Agency-California Univ., Davis. Agricultural Experiment Station.
Pub Date 81
Note-47p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Agricultural Education; *Agricultural Occupations; College Graduates; Community Colleges; *Employment Opportunities; Employment Practices; *Females; Higher Education; *Outcomes of Education; Promotion (Occupational); *Salary Wage Differentials; Vocational Education
Identifiers-*California

A study examined the educational and labor market experiences of female graduates of agricultural programs. During the study, researchers interviewed 95 female and 84 male graduates of agricultural programs at 3 community colleges and 6 universities in California between the years 1977 and 1979. Survey participants were asked to supply various demographic data as well as information pertaining to the agricultural program from which they graduated, job-related experiences, and recommendations to women entering agriculture. It was found that women were concentrated in plant science, animal science, and ornamental horticulture programs whereas men, although also included in these programs, tended to enroll in more management-oriented programs. Nearly twice as many male students as female students had actual farm backgrounds. While the females perceived little sexism in the educational setting, the situation changed upon their entry or attempted entry into the labor force. Emerging from the study was evidence of wide discrepancies in wage rates between men and women, disproportional promotions and pay raises, and subtle hiring discrimination against women. Recommendations included calls for more internship programs for women and for recruitment of women instructors into all program areas. (MN)

ED222784

CG016240

Program Planning Guide. Georgia Comprehensive Guidance Series.

Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Planning and Development.
Pub Date 81
Note-173p.; For related documents, see ED 214 690, CG 016 241-250, and CG 016 329-334.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Counselor Training; Curriculum Development; Elementary Secondary Education; *Evaluation Methods; Formative Evaluation; Guidance Objectives; Guidance Personnel; *Guidance Programs; Models; *Program Design; *Program Development; School Role; Student Needs

This program planning guide is the introductory volume in a series designed to provide school planners and guidance personnel with a model for a comprehensive developmental guidance program which can be adopted, adapted or used to create new programs. The materials focus on program planning, staff development, guidance curriculum, and activity guides for grades K-12. Definitions, responsibilities, basic assumptions, content areas and goals, and program components of a comprehensive, developmental model are delineated in part 1. The process for assessing current programs, including identifying activities and outcomes, gathering perceptions about the existing program, analyzing staff time and activities, and identifying available school and community resources is presented in part 2. Four interactive components of the developmental model--curriculum, individual planning, responsive services, and support systems--are described in part 3. Program implementation guidelines are introduced in part 4 and part 5 outlines procedures for maintenance and evaluation of the new program. Appropriate questionnaires, charts, inventories and report forms are provided for each step of the program planning process. (MCF)

ED222785 CG016241

Staff Development Guidance Curriculum. Georgia Comprehensive Guidance Series.

Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.

Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Planning and Development.

Pub Date 81

Note-220p.; For related documents, see ED 214 690, CG 016 240-250, and CG 016 329-334.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Competency Based Teacher Education; *Counselor Training; Elementary Secondary Education; Evaluation Methods; Guidance Objectives; Guidance Personnel; *Guidance Programs; *Inservice Teacher Education; Learning Modules; *Professional Training; *Skill Development; *Staff Development; Teacher Workshops; Training Objectives

This guide is the staff development training manual of a series designed to provide school planners and guidance personnel with a model for a comprehensive developmental guidance program which can be adapted, adopted or used to create new programs. The materials focus on program planning, staff development, guidance curriculum, and activity guides for grades K-12. This training manual is organized in four sections corresponding to the four training sessions designed to implement a specific goal for participants including: (1) awareness of the effect of developmental guidance on personal educational settings; (2) understanding of the comprehensive guidance curriculum; (3) skill indicators; and (4) skill in developing activities to meet comprehensive guidance objectives. Lists of specific objectives for each session, time needed for each activity, suggested processes and modes of participation for each activity are listed at the beginning of each section as well as descriptions of materials/equipment which will be needed and estimated preparation time for each session. Hand-outs to accompany the activities are provided including conference worksheets, evaluation forms, and samples of guidance activities for each grade level. (MCF)

ED222786 CG016242

Gunderson, Margaret S.; Moore, Earl J.

A Comprehensive Guidance Curriculum for Elementary and Secondary Schools. Georgia Comprehensive Guidance Series.

Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Planning and Development.
Pub Date 81
Note-817p.; For related documents, see ED 214 690, CG 016 240-250, and CG 016 329-334.
EDRS Price - MF05/PC33 Plus Postage.
Descriptors-*Competency Based Education; Course Content; Curriculum Guides; Elementary Secondary Education; Evaluation Methods; *Guidance Objectives; Guidance Personnel; *Guidance Programs; Instructional Program Divisions; Models; *Program Design; *Program Development; School Personnel; Skill Development

This manual is the curriculum component of a series designed to provide school planners and guidance personnel with a comprehensive developmental guidance program model which can be adapted, adopted or used to create new programs. The materials focus on program planning, staff development, guidance curriculum, and activity guides for grades K-12. This curriculum model for elementary/secondary school personnel is organized around two areas, guidance content and goal statements, and the competency-based curriculum model in grade level format. The relationships of content, goals, competencies, performance indicators and suggested performance levels for each grade are described and depicted visually in a series of charts in the first section. Progress report forms for each grade level, to assist planners in developing a reporting system, are presented in the second section. An outline of the total guidance curriculum content is presented in the third section and goal statements for each grade level are summarized in section 4. (MCF)

ED222787 CG016243

Monroe, Virginia; And Others

Kindergarten Activities Guide. Georgia Comprehensive Guidance Series.

Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.

Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Planning and Development.

Pub Date 81

Note-166p.; For related documents, see ED 214 690, CG 016 240-250, and CG 016 329-334.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Competency Based Education; Course Content; Evaluation Methods; *Guidance Objectives; *Guidance Programs; *Kindergarten; *Learning Activities; Learning Modules; Performance Factors; Primary Education; Young Children

This guide is one of nine activity books designed to support a comprehensive developmental guidance program model developed to aid school planners and guidance personnel in the improvement of existing programs or the implementation of new programs. The model materials focus on program planning, staff development, guidance curriculum, and activity guides for grades K-12. This activity guide presents selected activities and ideas for the kindergarten level and is organized around the eight content/goal areas of the developmental model including: (1) self-understanding; (2) interpersonal relations; (3) expressing ideas; (4) gathering and processing information; (5) rights and responsibilities for five major life roles (individual/family, learner, citizen, consumer, and producer); (6) valuing and decision making; (7) achievement motivation; and (8) problem solving. The format for each content/goal area presentation consists of activity descriptions, time allotments, materials/resources lists, teacher preparation directions, and directions for lesson presentation. Evaluation forms with performance indicators are included for each activity. Directions for adapting or creating materials to fit the guidance model are included along with activity writing forms for each goal area and an activity writing checklist. A final section depicts in chart form the content and goals of the kindergarten curriculum. (MCF)

ED222788 CG016244

Monroe, Virginia; And Others

Second Grade Activities Guide. Georgia Comprehensive Guidance Series.

Georgia Univ., Athens. Center for Continuing Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Planning and Development.
Pub Date 81
Note-144p.; For related documents, see ED 214 690, CG 016 240-250, and CG 016 329-334.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Competency Based Education; Course Content; Evaluation Methods; *Grade 2; *Guidance Objectives; *Guidance Programs; *Learning Activities; Learning Modules; Performance Factors; Primary Education; Young Children

This guide is one of nine activity books designed to support a comprehensive developmental guidance program model developed to aid school planners and guidance personnel in the improvement of existing programs or the implementation of new programs. The model materials focus on program planning, staff development, guidance curriculum, and activity guides for grades K-12. This activity guide presents selected activities and ideas for the second grade and is organized around the eight content/goal areas of the developmental model including: (1) self-understanding; (2) interpersonal relations; (3) expressing ideas; (4) gathering and processing information; (5) rights and responsibilities for five major life roles (individual/family, learner, citizen, consumer, and producer); (6) valuing and decision making; (7) achievement motivation; and (8) problem solving. The format for each content/goal area presentation consists of activity descriptions, time allotments, materials/resources lists, teacher preparation directions, and directions for lesson presentation. Evaluation forms with performance indicators are included for each activity. Directions for adapting or creating materials to fit the guidance model are included along with activity writing forms for each goal area and an activity writing checklist. A final section depicts in chart form the content and goals of the second grade curriculum. (MCF)

ED222789 CG016245

Monroe, Virginia; And Others

Third Grade Activities Guide. Georgia Comprehensive Guidance Series.

Georgia Univ., Athens. Center for Continuing Education.

Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Planning and Development.

Pub Date 81

Note-129p.; For related documents, see ED 214 690, CG 016 240-250, and CG 016 329-334.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Children; *Competency Based Education; Course Content;

Evaluation Methods; Grade 3; *Guidance Objectives; *Guidance Programs; *Learning Activities; Learning Modules; Performance Factors; Primary Education

This guide is one of nine activity books designed to support a comprehensive developmental guidance program model developed to aid school planners and guidance personnel in the improvement of existing programs or the implementation of new programs. The model materials focus on program planning, staff development, guidance curriculum, and activity guides for grades K-12. This activity guide presents selected activities and ideas for the third grade and is organized around the eight content/goal areas of the developmental model including: (1) self-understanding; (2) interpersonal relations; (3) expressing ideas; (4) gathering and processing information; (5) rights and responsibilities for five major life roles (individual/family, learner, citizen, consumer, and producer); (6) valuing and decision making; (7) achievement motivation; and (8) problem solving. The format for each content/goal area presentation consists of activity descriptions, time allotments, and directions for lesson presentation. Evaluation forms with performance indicators are included for each activity. Directions for adapting or creating materials to fit the guidance model are included along with activity writing forms for each goal area and an activity writing checklist. A final section depicts in chart form the content and goals of the third grade curriculum. (MCF)

ED222790 CG016246

Fourth Grade Activities Guide Georgia Comprehensive Guidance Series.

Georgia Univ., Athens. Center for Continuing Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Planning and Development.
Pub Date 81
Note-148p.; For related documents, see ED 214 690, CG 016 240-250, and CG 016 329-334. Best copy available.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Children; *Competency Based Education; Course Content; Evaluation Methods; *Grade 4; *Guidance Objectives; *Guidance Programs; Intermediate Grades; *Learning Activities; Learning Modules; Performance Factors

This guide is one of nine activity books designed to support a comprehensive developmental guidance program model developed to aid school planners and guidance personnel in the improvement of existing programs or the implementation of new programs. The model materials focus on program planning, staff development, guidance curriculum, and activity guides for grade K-12. This activity guide presents selected activities and ideas for the fourth grade and is organized around the eight content/goal areas of the developmental model including: (1) self-understanding; (2) interpersonal relations; (3) expressing ideas; (4) gathering and processing information; (5) rights and responsibilities for five major life roles (individual/family, learner, citizen, consumer, and producer); (6) valuing and decision making; (7) achievement motivation; and (8) problem solving. The format for each content/goal area presentation consists of activity descriptions, time allotments, materials/resources lists, teacher preparation directions, and directions for lesson presentation. Evaluation forms with performance indicators are included for each activity. Directions for adapting or creating materials to fit the guidance model are included along with activity writing forms for each goal area and an activity writing checklist. A final section depicts in chart form the content and goals of the fourth grade curriculum. (NCF)

ED222791 CG016247

Fifth Grade Activities Guide. Georgia Comprehensive Guidance Series.
Georgia Univ., Athens. Center for Continuing Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Planning and Development.
Pub Date 81
Note-158p.; For related documents, see ED 214 690, CG 016 240-250, and CG 016 329-334. Best copy available.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Children; *Competency Based Education; Course Content; Evaluation Methods; *Grade 5; *Guidance Objectives; *Guidance Programs; Intermediate Grades; *Learning Activities; Learning Modules; Performance Factors

This guide is one of nine activity books designed to support a comprehensive developmental guidance program model developed to aid school planners and guidance personnel in the improvement of existing programs or the implementation of new programs. The model materials focus on program planning, staff development, guidance curriculum, and activity guides for grades K-12. This activity guide presents selected activities and ideas for the fifth grade and is organized around the eight content/goal areas of the developmental model including: (1) self-understanding; (2) interpersonal relations; (3) expressing ideas; (4) gathering and processing information; (5) rights and responsibilities for five major life roles (individual/family, learner, citizen, consumer, and producer); (6) valuing and decision making; (7) achievement motivation; and (8) problem solving. The format for each content/goal area presentation consists of activity descriptions, time allotments, materials/resources lists, teacher preparation directions, and directions for lesson presentation. Evaluation forms with performance indicators are included for each activity. Directions for adapting or creating materials to fit the guidance model are included along with activity writing forms for each goal area and an activity writing checklist. A final section depicts in chart form the content and

goals of the fifth grade curriculum. (MCF)

ED222792 CG016248

Sixth Grade Activities Guide. Georgia Comprehensive Guidance Series.
Georgia Univ., Athens. Center for Continuing Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Planning and Development.
Pub Date 81
Note-177p.; For related documents, see ED 214 690, CG 016 240-250, and CG 016 329-334. Best copy available.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Children; *Competency Based Education; Course Content; Evaluation Methods; *Grade 6; *Guidance Objectives; *Guidance Programs; Intermediate Grades; *Learning Activities; Learning Modules; Performance Factors

This guide is one of nine activity books designed to support a comprehensive developmental guidance program model developed to aid school planners and guidance personnel in the improvement of existing programs or the implementation of new programs. The model materials focus on program planning, staff development, guidance curriculum, and activity guides for grades K-12. This activity guide presents selected activities and ideas for the sixth grade and is organized around the eight content/goal areas of the developmental model including: (1) self-understanding; (2) interpersonal relations; (3) expressing ideas; (4) gathering and processing information; (5) rights and responsibilities for five major life roles (individual/family, learner, citizen, consumer, and producer); (6) valuing and decision making; (7) achievement motivation; and (8) problem solving. The format for each content/goal area presentation consists of activity descriptions, time allotments, materials/resources lists, teacher preparation directions, and directions for lesson presentation. Evaluation forms with performance indicators are included for each activity. Directions for adapting or creating materials to fit the guidance model are included along with activity writing forms for each goal area and an activity writing checklist. A final section depicts in chart form the content and goals of the sixth grade curriculum. (MCF)

ED222793 CG016249

Seventh Grade Activities Guide. Georgia Comprehensive Guidance Series.
Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Planning and Development.
Pub Date 81
Note-165p.; For related documents, see ED 214 690, CG 016 240-250, and CG 016 329-334.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Children; *Competency Based Education; Course Content; Evaluation Methods; *Grade 7; *Guidance Objectives; *Guidance Programs; Junior High Schools; *Learning Activities; Learning Modules; Performance Factors

This guide is one of nine activity books designed to support a comprehensive developmental guidance program model developed to aid school planners and guidance personnel in the improvement of existing programs or the implementation of new programs. The model materials focus on program planning, staff development, guidance curriculum, and activity guides for grades K-12. This activity guide presents selected activities and ideas for the seventh grade and is organized around the eight content/goal areas of the developmental model including: (1) self-understanding; (2) interpersonal relations; (3) expressing ideas; (4) gathering and processing information; (5) rights and responsibilities for five major life roles (individual/family, learner, citizen, consumer, and producer); (6) valuing and decision making; (7) achievement motivation; and (8) problem solving. The format for each content/goal area presentation consists of activity descriptions, time allotments, materials/resources lists, teacher preparation directions, and directions for lesson presentation. Evaluation forms with performance indicators are included for each activity. Directions for adapting or creating materials to fit the guidance model are included along with activity writing forms for each goal area and an activity writing checklist. A final section depicts in chart form the content and goals of the seventh grade curriculum. (MCF)

ED222794 CG016250

Monroe, Virginia; And Others

Guidance Curriculum Methods Guide for Secondary Schools. Georgia Comprehensive Guidance Series.

Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Planning and Development.
Pub Date 81
Note-755p.; For related documents, see ED 214 690, CG 016 240-250, and CG 016 329-334.
EDRS Price - MF04/PC31 Plus Postage.
Descriptors-Adolescents; *Competency Based Education; Course Content; Evaluation Methods; *Guidance Objectives; *Guidance Programs; *High Schools; High School Students; *Learning Activities; Learning Modules; Performance Factors; Secondary Education

This guide is one of nine activity books designed to support a comprehensive developmental guidance program model developed to aid school planners and guidance personnel in the improvement of existing programs or the implementation of new programs. The model materials focus on program planning, staff development, curriculum, and activity guides for grades K-12. Part 1 of this activity guide presents the eight content/goal areas of the developmental model, i.e.: (1) self-understanding; (2) interpersonal relations; (3) expressing ideas; (4) gathering and processing information; (5) rights and responsibilities for five major life roles (individual/family, learner, citizen, consumer, and producer); (6) valuing and decision making; (7) achievement motivation; and (8) problem solving, organized for use in basic subject matter areas as mathematics, science, and social studies. The format for each content/goal area presentation consists of activity descriptions, worksheets, and directions for lesson presentation. Evaluation forms with performance indicators are also included. Part 2 contains descriptions of classroom and small group processes (brainstorming, role playing, interviewing) to implement the guidance curriculum activities. Directions for adapting or creating materials to fit the guidance model are included along with an activity writing checklist. (MCF)

ED222795 CG016261

Hammersla, Kathy S.; Hakmiller, Karl L.

Sources of Incentives, Task Attractiveness, and Intrinsic Motivation.

Pub Date Apr 82

Note-13p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 15-18, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Patterns; Cognitive Processes; College Students; Higher Education; *Incentives; *Motivation Techniques; *Success

Identifiers-*Intrinsic Motivation; *Task Attractiveness

Unlike initial task interest, very few researchers have investigated the manner in which sources of incentives, i.e., subject-determined versus experimenter-determined, influence the effects of incentives on intrinsic motivation. An experiment in intrinsic motivation was conducted to examine the effects of various sources of incentives and task attractiveness. College students (N=62) volunteered to participate in a purported marketing study involving the rank-ordering of the attractiveness of toys. Dependent measures were latency and duration of self-initiated play assessed during a period in which subjects were unaware of being observed and when incentives were no longer available. Results showed that subjects who received incentives, regardless of the source, initiated play earlier; therefore an enhancement effect rather than an undermining effect of incentives was found. Play was also initiated earlier by subjects in the high attractiveness condition than by those in the low attractiveness condition. The findings suggest that subjects' perceptions of success may mediate the effects of incentives on intrinsic motivation. (Author/JAC)

ED222796 CG016262

Gladding, Samuel T.

The Name Game: Community Response to Counselor Names.

Pub Date Mar 82

Note-12p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Detroit, MI, March 17-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students; *Counselor Characteristics; *Counselor Client Relationship; *Counselors; Higher Education; Psychological Studies; *Responses; Sex Differences; Social Influences

Identifiers-*Name Stereotypes

Numerous studies on the effects of common and unusual names reveal contradictory findings. Some studies conclude that an unusual first name or surname is detrimental to a person's self-concept; other studies conclude that an unusual first name, especially if it is a surname, cause no ill-effects on a person's psychological well-being. College students (N=79) participated in a study of the impact of male therapists' first names and surnames on potential clients. Students evaluated selected "most appropriate" and "least appropriate" first names that were paired with "most appropriate" and "least appropriate" surnames. Results showed the name combinations most favorably evalutated were "most appropriate" first name paired with "most appropriate" surname. Male and female differed in their ratings. Socialization patterns may play some part in the favorable or unfavorable perception of names. The counselors' important job of presenting themselves to their communities may become easier if they develop an awareness of the effect their names may have on clients. (Author/PAS)

ED222797 CG016263

Connor, Michael E.

A Survey of the Parenting Attitudes of Young Black Fathers.

Pub Date Apr 82
Note-25p.; Paper presented at the Annual Meeting of the Western Psychological Association (62nd, Sacremento, CA, April 7-11, 1982).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adults; *Blacks; Black Stereotypes; *Family Life; Family Relationship; *Fathers; *Parent Attitudes; *Parent Child Relationship; Parent Influence; *Parent Role; Social Science Research

In the past, the social science literature has ignored or played down the role of fathers in relation to childrearing in the United States. Until recently, the few studies which did consider the role of fathers in childrearing tended to focus on negatives, particularly studies of Black fathers. Much of this research deals with only a fraction of the Black father population and tends to ignore strengths in the Black Family unit. To investigate the hypothesis that the Black father plays an important and positive role in his family, Black fathers (N=136) completed a questionnaire designed to elicit specific information from them about their attitudes toward their children, spouses, parents, and other Black fathers. Results suggest that Black fathers were more positively involved with their children and spouses and with their role of fathering than most social science literature previously indicated. Future studies should focus on Black father-infant interaction, long-term effects of prepared childbirth on the child, attitudes and values of successful Black fathers, the impact of father involvement on child development, Black fathers and daughters, Black fathers and sons, programs for young Black fathers, and shared parenting among Black couples. (Author/PAS)

ED222798 CG016264

Neiman, Jeri A.; Connor, Michael E.

One Parent Families: A Study of Short- and Long-Term Families Using Family Climate.

Pub Date Apr 82

Note-30p.; Paper presented at the Annual Meeting of the Western Psychological Association (62nd, Sacramento, CA, April 7-11, 1982).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement; Child Development; Childhood Attitudes; Child Rearing; *Family Environment; *Family Life; *Family Structure; *One Parent Family; *Parent Child Relationship; Social Development

Identifiers-*Family Environment Scale

The study of the family climate of one-parent families may lead to a better comprehension of family relationships and increased understanding of the family's basic organizational structure. To examine the difference between married and single-parent families, parents single for 3 years or less (N=29), parents single for 4 years or more (N=28), and married parents (N=16) completed the Family Environment Scale and a family information sheet. Analyses of the data revealed that while emphasis on such things as direct expressiveness of feelings and moral and religious beliefs and practices differed for the three groups, the differences were not statistically significant. Comparison of the three family groups to findings of studies on normal and distressed families showed that all three of the family samples were normal, rather than distressed, families. Identifying and studying functional one-parent families as a distinctive family form appears to be an important implication for future research. (Author/PAS)

ED222799

CG016265

Fleming, Donald C.; And Others

Procedures for Self-Evaluation of School Psychological Service Functions.

Pub Date [80]
Note-26p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Consultation Programs; Counseling; Elementary Secondary Education; *Evaluation Methods; Formative Evaluation; Individualized Education Programs; Models; Program Evaluation; *Program Improvement; *School Psychologists; Self Evaluation (Individuals); *Standards; Summative Evaluation

This paper proposes a set of procedures for self-evaluation by practicing school psychologists and includes specific directions for development and improvement of their functioning. The evaluability assessment, a preparation for self-evaluation, is explained and suggested as a starting point. Included is a table which outlines the evaluability assessment activities in three areas of service typically offered by school psychologists, i.e., psychoeducational assessment, consultation, and counseling. A data form related to each service area and a master data sheet for each student case are described as well as the use of information from Likert-type scales or listings of priorities in combination with data from the master sheet to obtain information about specific self-evaluation issues. Process, product, and consumer evaluation, three important evaluation terms, are defined. Self-evaluation in relation to psychoeducational assessment, consultation, and counseling service functions is then discussed in terms of process, product, and consumer evaluation. A reference list is included. (Author/PAS)

ED222800 CG016266

Nellis, Margaret J.; And Others

Cigarette Smoking in the Natural Environment and in the Laboratory: Similarities and Differences.

Pub Date Apr 82

Note-9p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 15-18, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults; *Behavior Change; *Behavior Patterns; *Change Strategies; Comparative Analysis; *Environmental Influences; Laboratory Experiments; *Smoking; Time Perspective; Tobacco

The role of environmental stimuli in the control of cigarette smoking has been the object of theoretical speculation, but there have been few experimental demonstrations of the control exerted over smoking by environmental events. Self-report data on smoking in the natural environment were compared to observations made of smoking among subjects residing in a laboratory. Participants in the residential studies were exposed to one of two activity schedules in which they were either allowed to determine the duration of each activity (N=11 subjects) or were required to change activities every hour on the hour (N=8 subjects). The smoking patterns of the subjects on the temporally unstructured activity schedule in the residential laboratory were similar to the smoking patterns of subjects in the natural environment. Subjects on the activity schedule showed both changes in the shape of the intercigarette interval distribution and a decrease in the number of cigarettes smoked per day. The findings suggest that smoking patterns may be dependent on temporal characteristics of daily activities and that experimental analyses of smoking patterns may reveal relationships not observed in studies using per-unit time measures of smoking. (Author/JAC)

ED222801 CG016267

Conter, Robert V.; Schneiderman, Susan T.

Using Interdisciplinary Networks to Reach New Audiences through Strategic Outreach.

Pub Date 2 Mar 82

Note-11p.; Paper presented at the Annual Conference of the Western Gerontological Society (28th, San Diego, CA, February 27-March 3, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education; *Continuing Education; Delivery Systems; *Gerontology; Higher Education; *Interdisciplinary Approach; *Marketing; Models; Nontraditional Education; *Older Adults; *Outreach Programs; Program Development; Publicity

This paper describes the changes in American society which are initiating the need to develop programs aimed at new audiences with diverse needs and interests. The reaction of continuing education units to these needs is discussed and the importance of an interdisciplinary approach is emphasized. The authors describe their use of the Education Marketing Mix Model in defining and reaching four specific audiences -- (1) students; (2) educators; (3) practitioners; and (4) older adults -- for a gerontology-related programming campaign. Included is a discussion of the rationale for strategic outreach, an analysis of relevant networks, a description of the model, and a selective bibliography. (Author/JAC)

ED222802 CG016268

Tuma, June M.

Impact of Changing Societal Pressures Affecting Mothers.

Pub Date Mar 82

Note-21p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (28th, New Orleans, LA, March 24-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Child Rearing; Divorce; Employed Women; Literature Reviews; Marital Status; *Mothers; *Psychological Characteristics; *Quality of Life; Role Conflict; Self Concept; *Sex Role; *Social Change; *Stress Variables; Systems Approach

This review examines the literature on the effect of marriage and motherhood on women's psychological well-being. The paper discusses the impact of child rearing on life satisfaction and feelings of stress and considers the special problems of the working mother. Changing social attitudes surrounding a woman's role as wife and marital dissolution as another source of stress for women are investigated. The importance of support in the form of good child care arrangements and positive family attitudes are noted as two variables which can help reduce the stress of role conflict for working women. The role of mental health workers in dealing with stress is emphasized along with the importance of a systems approach to alleviate stress. (JAC)

ED222803 CG016269

Feldstein, Stanley; Bond, Ronald N.

Interpersonal Perception in Conversational Interactions as a Function of Self-Perception.

Pub Date Apr 82

Note-11p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 15-18, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attribution Theory; College Students; Evaluation Criteria; Factor Analysis; Higher Education; Interpersonal Communication; *Interpersonal Competence; *Peer Relationship; *Personality Traits; Psychological Characteristics; Racial Differences; *Self Concept; Sex Differences; *Social Cognition

Few efforts have been made to systematically examine the impact of self-perception on the perceptions of others. To explore the extent to which the attributions made by a perceiver about another person are related to the perceiver's self-attributions, 93 white and 71 black college students were asked to engage in a 20-minute conversation with a partner. They were then asked to describe themselves and the partner in terms of an adjective scale. Results indicated that, in this context, the ways in which individuals perceived each other were related to the ways in which they perceived themselves, although the results did not imply that how the self was perceived was responsible for how others were perceived. The findings indicate that perceptions may have been influenced by the race and sex of the participants. (JAC)

ED222804 CG016270

Cohen, Herbert A.
The Use of Clinical Hypnosis in a College Counseling Center.
Pub Date Mar 82
Note-14p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Detroit, MI, March 17-20, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Athletics; Case Studies; *Clinical Psychology; *College Students; *Counseling Services; *Counseling Techniques; Higher Education; *Hypnosis; Program Descriptions; Relaxation Training; *School Counseling; Student Personnel Services; Study Skills; Test Anxiety
Identifiers-*Hiram College OH

This report describes the use of hypnosis at the Hiram College Counseling Center, a counseling technique that has been especially helpful in academic, athletic, and personal improvement areas. The induction techniques of hypnosis are described as well as the use of hyperempiria. The use of hypnosis in improving study habits and alleviating test anxiety is outlined along with several case studies that illustrate the effectiveness of the technique. The paper also describes outreach activities of the counseling center including Graduate Record Examination Workshops incorporating the hypnosis technique. Examples are also given that describe the value of hypnosis for athletes in training. (JAC)

ED222805 CG016271

Hanson, Shirley May Harmon
Single Custodial Fathers.
Pub Date Oct 81
Note-19p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Milwaukee, WI, October 13-17, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Rearing; Child Welfare; Comparative Analysis; Demography; *Divorce; Emotional Development; *Fathers; Literature Reviews; *One Parent Family; Parent Attitudes; *Parent Child Relationship; *Parent Role; Sex Differences
Identifiers-*Child Custody

This paper reviews literature from the past 10 years about single fathers. Statistics are presented to show the number of single fathers, their race, socioeconomic status, religion, age, and employment. Other issues discussed include an analysis of single fathers' parenting and homemaking skills, their motivation for custody, and visiting and child support arrangements. The paper also summarizes the importance of social and emotional support systems and reviews the few studies relating to the children of single fathers. Other topics include child care arrangements and father-child relationships. (JAC)

ED222806 CG016272

Paz, Juan J., Jr.

The Chicano Rural Elderly: A Study of Their Natural Helping Networks and Help-Seeking Behavior.

Pub Date May 82

Note-18p.; Paper presented at the Annual Meeting of the Western Psychological Association (62nd, Sacramento, CA April 7-11, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Case Studies; Coping; *Family Relationship; Gerontology; *Helping Relationship; Hispanic American Culture; *Hispanic Americans; *Older Adults; *Quality of Life; *Rural Population; Social Services

Identifiers-Chicanos

Changes in the geographic distribution of Hispanics have created a new focus on Hispanic populations removed from the traditional Hispanic population centers. To focus on the needs of rural elderly Hispanics, interviews with 110 rural elderly Hispanic subjects were conducted that emphasized the reliance of the rural elderly on family members. A high level of social contact was found; 80% of the respondents reported being visited by their families at least once a week. Friends in the community were a secondary source of social contact and help. Participants also reported helping their families and friends at least once a week. Specific coping tactics were revealed in three case studies, particularly the use of natural helping networks as alternative models of service delivery. Particular problems noted in the results were identified as a lack of education and language problems. The findings suggest that the Chicano rural elderly are at the periphery of health and social service systems. (JAC)

ED222807 CG016273

Mendenhall, Mark; Higbee, Kenneth L.

Recent Trends in Multiple Authorship in Psychology.

Pub Date Apr 82

Note-12p.; Paper presented at the Annual Meeting of the Western Psychological Association (62nd, Sacramento, CA, April 7-11, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Authors; *Behavioral Science Research; Professional Recognition; *Psychologists; *Psychology; *Publications; *Social Science Research; Trend Analysis

Identifiers-*Multiple Authorship

Research in the late 1950's showed a trend towards increased multiple authorship, as opposed to single authorship, of research papers in psychology. To investigate whether the trend has continued into the 1980's, convention papers presented at the meetings of seven psychological associations and articles published in nine American Psychological Association (APA) journals during 1980-81 were categorized by number of authors. Results indicated that the trend towards more multiple-author papers has continued, with 70% of the convention papers and 76% of the journal articles having more than one author. The findings suggest that the complexity of experimental methodology, the "publish or perish" pressure, and the support provided by a team of researchers may account for continued multiple authorship. (Author/JAC)

ED222808 CG016274

Maynard, Marianne

An International Perspective to a Rehabilitation Special Education Graduate Program.

Pub Date Mar 82

Note-13p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Detroit, MI, March 17-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Course Content; *Curriculum Development; Educational Objectives; Foreign Students; *Global Approach; Graduate Students; Graduate Study; Higher Education; *Intercultural Programs; Program Descriptions; Program Evaluation; *Rehabilitation; *Special Education

This paper addresses the development of three graduate courses which integrate international and global aspects in the course content. The University Center for International Rehabilitation at Michigan State University is described along with its goals and objectives. The purpose and content of the three courses are summarized, including: (1) the introductory course for foreign students; (2) international aspects of rehabilitation/special education; and (3) the international aspects-overseas course. The paper also notes the additional focus of the formal education program to develop leadership personnel within the rehabilitation/special education field. (JAC)

ED222809 CG016275

Madigan, Robert; Bollenbach, Amy

The Effects of Temporary Mood States on Views of the World and the Future.

Pub Date Apr 82

Note-14p.; Paper presented at the Annual Meeting of the Western Psychological Association (62nd, Sacramento, CA, April 7-11, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affective Objectives; *Attribution Theory; *Cognitive Processes; College Students; Comparative Analysis; *Depression (Psychology); Higher Education; Negative Attitudes; *Social Cognition

Identifiers-*Moods; *Reciprocity

The cognitive theory of depression advanced by Beck proposes that a negative view of the self, the world and the future is a condition that is responsible for depression. Recent data, however, have suggested that the relationship between cognition and affect is a reciprocal one in which each influences the other. Temporary mood states were induced in college students (N=60) to determine the extent to which moods alter cognitions about the world and the future. Subjects were randomly assigned to either an elated, depressed or neutral mood induction procedure and completed the Multiple Affect Adjective Checklist after mood induction. The number of rigid and pessimistic statements about human conduct that subjects agreed with differed significantly across the three groups. However, only the difference between the elated and depressed groups reached significance among the individual comparisons. The results support the conclusion that general views of the world are under partial mood control. (Author/JAC)

ED222810 CG016276

Brunette, Lisa; And Others

Youth Involvement: A Challenge for Communities.

Wisconsin Association for Youth, Inc., Madison.
Spons Agency-Wisconsin Council on Criminal Justice, Madison.
Pub Date 80
Note-49p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adolescents; *Citizen Participation; *Community Role; Delinquency Prevention; Interpersonal Relationship; Models; Program Descriptions; Program Effectiveness; Secondary Education; Student Needs; *Student Participation; *Student Responsibility; *Youth Programs

The purpose of this manual is to provide communities with some basic tools for achieving youth involvement by advocating a community approach which actively seeks to promote the well-being of young people. The importance of youth involvement in community programs is emphasized and a positive approach is recommended. The manual outlines the needs as well as the responsibilities of youths in the school, the community, and government. Training and needed skills and possible problems are also discussed. Several model youth programs in Wisconsin are described to show the significant function of the organizations and which tactics have been successful. (JAC)

ED222811 CG016277

Fagenson, Ellen A.

Counteraggression: Its Causes and Prevention.

Pub Date Apr 82
Note-9p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 15-18, 1982). Best copy available.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Aggression; Arousal Patterns; College Students; Higher Education; *Individual Power; *Interpersonal Relationship; *Power Structure; Psychological Needs; Social Structure
Identifiers-*Counteraggression; *Power Restoration Theory

Most research in the area of attack-instigated aggression has examined the effect that different types and intensities of attacks have on promoting counteraggressive responses. Little research has been designed to identify why individuals counteraggress in response to attack or what can be done to deter attack victims from counteraggressive behaviors. An experiment was conducted to test the major propositions of power restoration theory, which has addressed both issues. College students were assigned to one of six conditions in a two (attack vs. no-attack) by three (relevant vs. irrelevant vs. zero power enhancement) factorial design. Results supported the hypothesis that the purpose of counteraggression is power enhancement, relative to the aggressor. Subjects were found to be less aggressive when they were given power over their provocateur than when they were given power over a third party or were given no power enhancement. The findings provide support for the power restoration theory. (Author/JAC)

ED222812 CG016278

Tryon, Georgiana Shick

Differentiation between Counseling Seekers and Non-Seekers on the Strong-Campbell Interest Inventory.

Pub Date Apr 82

Note-7p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 15-18, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Students; Comparative Analysis; *Counseling Services; Higher Education; *Individual Differences; *Interest Inventories; Life Style; *Participant Characteristics; Sex Differences; Student Attitudes; *Student Characteristics; Student Development

Identifiers-*Strong Campbell Interest Inventory

A number of studies have differentiated between counseled and non-counseled students on a variety of instruments. College freshmen (N=48) who had been counseled for personal problems were compared with 48 non-counseled students on results from the Strong-Campbell Interest Inventory (SCII). Results showed that counseled students achieved significantly higher scores on the Academic Orientation Scale and the Investigative and Artistic themes of the SCII than students who had not sought counseling. Uncounseled students achieved significantly higher scores on the Enterprising theme than the counseled students. Men were more oriented toward mechanical and technical pursuits than women, while women were more oriented toward artistic interests, reflecting traditional sex role interests. The results indicate that the student who seeks personal counseling at a university counseling center is open to the kind of self-growth experience that counseling can provide. (Author/JAC)

ED222813 CG016281

Primary Intervention in Societal Problems: The Role of the Family, 1981. Hearing before the Subcommittee on Aging, Family and Human Services of the Committee on Labor and Human Resources. United States Senate, Ninety-Seventh Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Pub Date 17 Sep 81

Note-114p.; Not available in paper copy due to marginal legibility of original document.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Child Welfare; Delivery Systems; Etiology; Family (Sociological Unit; Family Problems; *Family Role; *Government Role; Hearings; Intervention; *Prevention; Program Descriptions; *Public Agencies; *Social Problems; State of the Art Reviews; Welfare Services

This subcommittee report focuses on various units within the social structure to determine the role they play and how best to support these units in efforts to alleviate conditions resulting in social problems. The testimony highlights problems in public programs related to foster care, adoption, and juvenile justice along with the problems of latch key children that are detailed in an appendix. Family problems that contribute to social problems such as low income are described and the long term effects of stress on families is discussed. The materials contain descriptions by witnesses about the effectiveness of several specific programs related to child and family welfare and the potential role of community agencies in service delivery. The effect of government budget cuts is also considered. (JAC)

ED222814 CG016282

Oversight on Family Planning Programs under Title X of the Public Health Service Act, 1981. Hearing before the Subcommittee on Aging, Family and Human Services of the Committee on Labor and Human Resources. United States Senate, Ninety-Seventh Congress, First Session (June 23 and September 28, 1981).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Pub Date 81

Note-331p.; Not available in paper copy due to marginal legibility of original document.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adolescents; Contraception; Cost Effectiveness; Family (Sociological Unit); *Family Life; *Family Planning; *Federal Aid; *Government Role; Hearings; Participant Characteristics; Program Descriptions; *Program Effectiveness; Sex Education; Sexuality

Identifiers-*Adolescent Parents; *Public Health Service Act

This report deals with the effect of the new federalism on family planning programs and considers the impact of a shift from federal categorical funding to block grants. Testimony from Department of Health and Human Services officials outlines the experience and insights gained through administrations of the Title X program. The materials deal with programs for adolescents seeking contraceptive services and pregnancy counseling and the characteristics of participants in these programs. A review of educational and information materials produced under Title X is included along with letters from supporters of federally funded family planning agencies. (JAC)

ED222815 CG016283

Osmond, Marie Withers

Rethinking Family Sociology from a Radical-Critical Perspective: Applications and Implications.

Pub Date Oct 81

Note-35p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Milwaukee, WI, October 13-17, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Theories; Critical Thinking; *Family (Sociological Unit); *Family Life; Family Structure; Marriage; Models; Sex Role; Sexuality; Social Structure; *Social Systems; *Sociology; State of the Art Reviews

Identifiers-*Marxist Criticism; *Radical Critical Theory

This paper explores radical critical theory, which questions the most fundamental assumptions of traditional family sociology by posing alternative ways of uncovering the realities of marriage. The first section provides a background in radical-critical theory, while the second section attempts to locate the radical-critical perspective within the mainstream of sociological theories currently applied in family sociology. The third section offers a critical overview of the historical development of family sociology. In the final section the substantive applications of radical critical theory are discussed. The conclusion offers both theoretical and methodological guidelines for a radical-critical theory of family sociology. (Author/JAC)

ED222816 CG016284

Clements, Paul; Farrar, Lochia A.

The Application of Motivational Theories to Business and Industry.

Pub Date 22 Apr 82

Note-60p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Administrative Principles; Behavioral Objectives; *Behavior Modification; Business; Change Strategies; Communication Skills; Counseling Techniques; Epistemology; Industry; *Job Performance; *Job Satisfaction; Models; *Motivation Techniques; *Organizational Objectives; Workshops

Identifiers-*Behavior Management

This workshop, designed to use motivational theories in understanding work behaviors and to increase job satisfaction and performance, deals with cognitive theories in motivation, need theories, and the Equity Theory within the Expectancy Valence Model. Counseling technique areas of communication skills and rational thinking that facilitate the use of cognitive models are discussed. The second section deals with the behavioral methods of motivating employees. Behavioral technology is introduced to provide managers with a system of applying behavioral modification principles within organizational settings. Pre-test/post-test results for workshop participants who have used these materials are noted. (Author/JAC)

ED222817 CG016285

Rotter, Naomi G.; Mills, Miriam K.

The Relationship between Organizational Commitment, Intention to Remain and Attitude towards Absenteeism.

Pub Date Apr 82

Note-18p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 15-18, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Burnout; *Employee Attitudes; *Employer Employee Relationship; *Health Personnel; Individual Characteristics; Organizational Climate; *Persistence; Predictor Variables; *Work Attitudes; Work Environment; *Work Life Expectancy

Identifiers-*Absenteeism (Employee)

In recent years, organizational analysts have examined the dynamics of organizational commitment both in production and service industries. These efforts have attempted to identify the antecedents and consequences of organizational commitment. The linkages between organizational commitment, employees' intention to remain, and attitudes towards absenteeism were examined among health professionals (N=368) at two hospitals. Work climate, quality of work life, and physician relations were most closely related to commitment and intention to remain. Burnout was the most potent concomitant of attitude towards absenteeism. The findings suggest that programs designed to reduce absenteeism should not be expected to have much impact on turnover since the two variables appear to be relatively independent. (Author/JAC)

ED222818 CG016286

Richmond, Lee Joyce; And Others

Mime as a Career and Life Style Planning Technique.

Pub Date Mar 82
Note-9p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Detroit, MI, March 17-20, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Planning; Children; Cognitive Processes; Communication (Thought Transfer); *Counseling Techniques; Counselors; Elementary Secondary Education; Higher Education; *Interpersonal Competence; Life Style; *Nonverbal Communication; *Pantomime; Program Descriptions; Self Concept; *Skits
Identifiers-*Counselmime

This paper describes counselmime, a therapeutic cognitive-focusing technique for career and life style planning, in which mimes perform skits designed to heighten self-awareness, enhance communication, and enable viewers to cognitively restructure situations of psycho-social importance to them. The key components of this technique are presented in detail, including how: (1) a group processor helps viewers become aware of their perceptions of the mimes' behaviors, thoughts, feelings, and intentions; (2) the processor also assists viewers in deciding what they would do if they were in the mimed situation; (3) situations are structured to treat material in the lives of viewers; and (4) viewers are invited to restructure mimed situations in order to see their own situations from a different perspective. To illustrate the technique, three counselmime skits are described, one for parents of young handicapped people to expand their awareness of their children's capabilities, one for learning disabled youths to provide a more realistic world view, and one for counselors to learn to cope with stress and burnout. The use of mime in counseling is emphasized as a potent tool that assists the client in achieving the counseling goals of becoming less defensive and more aware. Preliminary studies are cited that suggest that counselmime is most successful with children and that recommend further research to fully evaluate its potentiality. (Author/PAS)

ED222819 CG016287

Prewitt-Diaz, Joseph O.

An Annotated Bibliography of the Gestalt Methods, Techniques, and Therapy

Pub Date [81]

Note-22p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Annotated Bibliographies; Behavioral Science Research; *Counseling Techniques; Counselors; Human Resources; Research Problems; *Sensitivity Training; Therapists; *Therapy

Identifiers-*Gestalt Therapy

The purpose of this annotated bibliography is to provide the reader with a guide to relevant research in the area of Gestalt therapy, techniques, and methods. The majority of the references are journal articles written within the last 5 years or documents easily obtained through interlibrary loans from local libraries. These references were compiled both through a manual search of 26 different journals from the United States and Canada and through several computer searches of two databases, Psychological Abstracts (PSYC) and Dissertation Abstract International (DAI). The bibliography is designed to provide reading material to those professionals in organization and staff development (OSD) who are pursuing greater knowledge of Gestalt therapy as well as to save time for Gestalt practitioners by providing the abstracts for each article. (Author/PAS)

ED222820 CG016288

Gerber, Sterling K.

Responsive Therapy.

Pub Date Apr 82
Note-175p.; Paper presented at the Annual Meeting of the Western Psychological Association (62nd, Sacramento, CA, April 7-11, 1982).
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Counseling Techniques; *Counseling Theories; *Counselor Client Relationship; Counselors; *Intervention; Models; Program Descriptions; Therapeutic Environment; Therapists; *Therapy
Identifiers-*Responsive Therapy

This paper is an attempt to develop a therapeutic stance, responsive therapy, for counselors that abandons the effort to select the one "true" therapeutic emphasis, and is based on the assumption that all therapeutic emphases are "true." A description of counselor behavior ensues which enhances a therapeutic atmosphere, moves clients systematically toward an objective view of her/his circumstances, and creates a position from which various intervention strategies may be used contextually intact in response to the reality clients face. The author views responsive therapy as a viable position for therapists who cannot be comfortable with either a single approach or eclecticism. Chapter 1 is an introduction which attempts to identify a common thread in all therapies, e.g., the introductory interview, relaxation training,

and history taking. Chapter 2 examines the therapeutic environment, e.g., the external physical environment and the internal environment of the counselor and client. Chapter 3 discusses tracking skills, those strategies employed by the counselor to move the client through the therapeutic process. Chapters 4 and 5 address general and specific enhancing skills. Chapter 6 explains the experiential, philosophical, and theoretical bases that undergird responsive therpay. The theoretical model for responsive therapy is described in detail. A reference list is included. (Author/PAS)

ED222821 CG016289

Policy Statement and General Guidelines on Family Life and Sex Education.
Illinois State Board of Education, Springfield.
Pub Date 81
Note-23p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents; Children; Community Involvement; Elementary Secondary Education; *Family Life Education; Guidelines; Models; *Policy Formation; *Program Development; *Sex Education; State Curriculum Guides; Students
Identifiers-*Illinois

This guide is a statement of policy and guidelines on family life and sex education devised by the Illinois State Board of Education to aid local boards of education, school administrators, and community groups in developing and implementing new programs or extending existing programs. A statement of policy including purpose, programs, and implementation is presented. An introduction delineates the Illinois Sex Education Act. The legal basis for family life-sex education is detailed in terms of 17 practical guidelines for family life-sex education programs, e.g., how to plan a program, whom to involve in the community, and how to make the program a continuous process. In addition, 24 general objectives for family life-sex education, e.g., understanding the significance of family life, understanding love as a constructive force, and developing positive attitudes of self-worth, are listed. Appendix A includes criteria for selecting printed and audio-visual sex education instructional materials as well as sample forms for evaluating these materials. Appendix B includes the Illinois Sex Education Act and a list of members of the Illinois Sex Education Advisory Board. Although geographically specific, these materials could serve as a model for the development of similar guidelines. (Author/PAS)

ED222822 CG016290

Improving Alcohol/Drug Education in Illinois Schools.

Illinois State Board of Education, Springfield.
Pub Date Mar 82
Note-7p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Alcohol Education; *Delinquency Prevention; Drug Abuse; *Drug Education; Educational Strategies; Elementary Secondary Education; Models; Program Descriptions; Program Guides; *Program Improvement; *School Responsibility; Students; Student School Relationship; *Youth Problems
Identifiers-*Illinois

This paper lists guidelines approved by the Illinois State Board of Education for improving alcohol and drug education in the schools. Statistics point out the seriousness of alcohol and drug abuse in terms of human costs to the victim, his/her family, and associates, and the economic costs of health care, accident losses, crime, social programs, and lost production. The paper discusses the educational philosophy behind the program and suggestions for its administration including guidelines for handling incidents involving alcohol and drugs. Specific objectives and techniques are described which can help students incorporate knowledge into values, attitudes, and habits. Although geographically specific, these materials could serve as a model for the development of similar guidelines. (JAC)

ED222823 CG016291

Rosenthal, Richard S., Comp.; Smith, Jacqueline J., Comp.

Juvenile Justice Publications of the U.S. Department of Justice: A Comprehensive Bibliography.

Aspen Systems Corp., Germantown, Md.

Spons Agency-National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Apr 82

Contract No-J-LEAA-013-81

Note-74p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Annotated Bibliographies; Correctional Institutions; *Delinquency Causes; *Delinquency Prevention; *Delinquent Rehabilitation; Government Publications; *Juvenile Courts; Program Descriptions; Program Evaluation; *Youth Problems

Identifiers-*Juvenile Justice

This bibliography documents the growing body of literature in the field of juvenile justice and delinquency prevention from projects funded since 1975 by the Department of Justice. Empirical research findings, program descriptions and evaluations, state-of-the-art reviews, and planning and development strategies are among the 165 documents cited. Complete bibliographic citations and an abstract are given as well as sources of availability for each document. Topics include juvenile justice standards, reports of the National Juvenile Justice Assessment Centers, and studies of the etiology, prevention, and treatment of delinquency. The report also discusses issues surrounding corrections and detention, children and the law, evaluation studies and guides, survey data, and other related information. (JAC)

ED222824 CG016292

Bremner, Larry; McCort, Harold

Intentions of Grade 12 Students, 1981.

Manitoba Dept. of Education, Winnipeg. Planning and Research Branch.
Pub Date Apr 81
Note-42p.; For related document, see CG 016 293.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Aspiration; Attitude Measures; *College Choice; Educational Planning; Educational Trends; Foreign Countries; High Schools; *High School Seniors; Majors (Students); *Occupational Aspiration; *Student Attitudes; Trend Analysis; *Vocational Interests
Identifiers-*Manitoba

A survey of the intentions of grade 12 students was conducted in January 1981 to provide information for planning postsecondary education programs in the province of Manitoba. More than 10,000 students were surveyed regarding their educational and career plans. Results showed that the 1981 sample had a larger percentage of students who indicated a possibility of going on to postsecondary education, with little difference between the plans of males and females. The two events most likely to change students' plans were "if their desired course was not available" and "if a large number of people became unemployed in their chosen profession." The students most often listed their parents as having an influence on their plans. Desire for a new life style was the circumstance most often cited as having some influence on the students' plans. Numerous tables as well as the appendices provide documentation of the research findings. (JAC)

ED222825 CG016293

McCort, Harold; Bremner, Larry

Intentions of Grade 12 Students, 1982.

Manitoba Dept. of Education, Winnipeg. Planning and Research Branch.

Pub Date Dec 81

Note-42p.; For related document, see CG 016 292.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Aspiration; Attitude Measures; *College Choice; Educational Planning; Educational Trends; Foreign Countries; High Schools; *High School Seniors; Majors (Students); *Occupational Aspiration; *Student Attitudes; Trend Analysis; *Vocational Interests

Identifiers-*Manitoba

A survey of the intentions of grade 12 students was conducted in October 1981 for use in planning postsecondary education programs in the province of Manitoba. More than 10,000 students were surveyed regarding their vocational and educational plans, and results were compared with surveys from the 2 previous years. Results showed that although a slightly larger percentage of females definitely planned on postsecondary education, there was little difference between the plans of males and females. The sample had a slightly larger percentage of students who indicated a possibility of attending a postsecondary educational institution. As in the 1981 survey, students indicated that two events which would change their plans were "if the desired course was not available" or "if a large number of people became unemployed in that profession." Numerous tables as well as the appendices provide documentation for the research findings. (JAC)

ED222826 CG016294

Slimmer, Virginia M.

Being in the Right Place at the Right Time: Strategies for Employment.

Pub Date Apr 82

Note-22p.; Paper presented at the Annual Conference of the National Association for Women Deans, Administrators, and Counselors (66th, Indianapolis, IN, March 31-April 3, 1982). Tables may be marginally legible.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Characteristics; *Administrator Role; Administrators; Coping; *Employed Women; Higher Education; Interpersonal Relationship; *Job Satisfaction; *Occupational Aspiration; *Role Conflict; Sex Bias; Socialization

Although women are making inroads into administrative positions in higher education, discrimination still is evident. To establish guidelines for the woman newly entering the administrative field, achieving women in higher education were surveyed to provide insights into their characteristics and the strategies they employed to attain their positions. Data from the 70 questionnaires showed that the majority of the women were between age 36 and 50, single or separated, and held an advanced degree. The women not only had supportive relationships but also supported other professional women. They held a high self-concept and had set goals for their careers. The higher the income, the greater was the respondent's perception of satisfaction with her coping skills, academic preparation, and supportive relationships. The findings suggest specific guidelines that women aspiring to positions in higher education administration should follow. (JAC)

ED222827

CG016295

Oversight on 1981 White House Conference on Aging: Los Angeles. Hearing before the Subcommittee on Housing and Consumer Interests of the Select Committee on Aging. House of Representatives, Ninety-Seventh Congress, Second Session. Committee Publication No. 97-325.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.
Pub Date 7 Jan 82
Note-128p.; Some pages are of marginal legibility. For related documents, see CG 015 980-987; CG 015 990 - 016 022.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Activism; *Aging (Individuals); Alienation; *Citizen Participation; *Federal Programs; Gerontology; *Government Role; Hearings; *Older Adults; Political Affiliation; Program Development; *Program Evaluation
Identifiers-*White House Conference on Aging

This report deals with testimony from delegates to the 1981 White House Conference on Aging and contains the delegates' and observers' evaluations of the conference and their recommendations. The statements provided include those of the conference director and other staff members and representatives from the audience who describe the planning of the conference. The paper discusses administration alterations of the conference objectives and the difficulties encountered with the change in political administrations. Recommendations about the organization of the conference and the available facilities are also detailed. The appendices contain materials from various members of national organizations representing the elderly and several delegates. (JAC)

ED222828 CG016296

Altman, Ellyn

Crisis Intervention in a Brief Psychotherapy-Problem Solving Framework Has Mutual Benefits for Patients and Clinic.

Pub Date Apr 81

Note-8p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavioral Objectives; Comparative Analysis; Counseling Techniques; *Crisis Intervention; Human Services; Locus of Control; *Patients; Prevention; *Problem Solving; Program Descriptions; *Program Effectiveness; Program Evaluation; *Psychotherapy

The demands by applicants for prompt emergency services and by funding sources for greater accountability along with long waiting lists resulted in the formation of a crisis unit offering brief psychotherapy in a problem-solving framework. The services focused on: (1) the presenting problem as it reflected a core conflict or longstanding life problem; (2) a contractual treatment plan for the presenting problem with specified behavioral goals; and (3) the development of general problem-solving skills that the patient could apply to other life problems. The effectiveness of the crisis unit was evaluated by comparison to an alternative service, the intake group. The Rotter I-E Scale was administered to patients prior to and after treatment to monitor changes in internal locus of control. Statistical analysis indicated significant differences in pre- and post-test scores for the crisis unit patients (N=22) and not for the group intake patients (N=16) as well as significantly higher change scores between the two treatment groups in the pre-tests and post-tests in favor of the crisis unit patients. The findings underscore the efficacy of prompt, focused, and time-limited intervention and its advantage over a more global, supportive group intervention. (Author/JAC)

ED222829 CG016297

Abramson, Ilene Hartman

Soviet Resettlement in Michigan 1974-1980: Suggestions for Caseworkers.

Pub Date [80]
Note-31p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Acculturation; Communication Problems; Counseling Effectiveness; *Counseling Techniques; Cultural Traits; *Immigrants; Refugees; Relocation; *Social Services; Social Values; *Social Workers
Identifiers-*Michigan; *USSR

This paper describes the efforts of American social service personnel and volunteers to help the new and relatively small group of immigrants who have come from the USSR. The author suggests that three major areas must be examined before social workers can successfully help the Muscovites resettle: (1) cultural linguistics; (2) opposing value systems; and (3) application of selected principles of humanism. To illustrate the problems of acculturation, two sample conversations, taken from actual situations, are presented which deal with early adjustment to America. An accompanying analysis is based on explanations by former Russian counselees who describe their own cultural and linguistic differences. Appropriate counseling techniques are suggested to help immigrants adapt to American culture, such as using a humanistic approach and recognizing the individual's developmental stage of life. (JAC)

ED222830 CG016298

Handler, Joel F., Ed.; Zatz, Julie, Ed.

Neither Angels nor Thieves: Studies in Deinstitutionalization of Status Offenders.

National Academy of Sciences - National Research Council, Washington, D.C.

Spons Agency-Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
Report No-ISBN-0-309-03192-3
Pub Date 82
Grant-78-JC-AX-001; 79-JC-AX-002
Note-958p.
Available from-National Academy Press, 2101 Constitution Ave., N.W., Washington, DC 20418.
EDRS Price - MF06 Plus Postage. PC Not Available from EDRS.
Descriptors-Adolescents; Child Welfare; Delinquency Prevention; *Delinquent Rehabilitation; Delivery Systems; Elementary Secondary Education; *Federal Programs; Program Descriptions; Program Effectiveness; Runaways; *Social Services; *State Programs; *Youth Problems
Identifiers-*Deinstitutionalization (of Delinquents); *Status Offenders

This report contains the results of a 3-year study sponsored by the Office of Juvenile Justice and Delinquency Prevention, whose purpose was to assess what has been happening to youth who commit status offenses (truants, runaways, incorrigibles), in the aftermath of the 1974 Juvenile Justice and Delinquency Prevention Act. The book reviews and evaluates public policies and programs in Arizona, Louisiana, Massachusetts, Pennsylvania, Utah, Virginia, and Wisconsin. In addition, several residential facilities are compared. Results of research dealing with relevant federal programs, e.g., child welfare, medicaid, Title XX of the Social Security Act, and social services, are also reported along with a review of the Runaway Youth Act and the Juvenile Justice and Delinquency Prevention Act. The overall impact of federal efforts is assessed in detail. The first part of the book provides a historical overview while the second part presents the research data. The appendices contain the research design, assessment tools, case studies, and papers focusing on child placement, political issues associated with deinstitutionalization, and services for status offenders. (JAC)

ED222831 CG016299

Mosatche, Harriet S.; And Others

Sibling Relationships: A Retrospective Lifespan Study.

Manhattan Coll., Bronx, N.Y.

Pub Date Apr 82

Note-9p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 15-18, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Development; Adults; Age Differences; Aging (Individuals); Classification; *Developmental Stages; *Family Life; *Family Relationship; Family Role; Research Methodology; *Siblings

Identifiers-*Life Cycles

Few studies concerning siblings have taken a lifespan approach, i.e., studying sibling relationships from childhood to old age. To outline the developmental changes that occur in the quality of the sibling relationship during various periods of the life cycle and to test the feasibility of devising a coding system to identify such changes, 47 adults were interviewed about the quality of their closest sibling relationship during seven periods of their life cycle. Responses were analyzed according to an eight-category coding system. Results revealed multidimensional developmental changes, such as greater perceived differentiation between siblings early in life and the provision of support during critical life events, such as the death of a parent. The study findings support the feasibility of a coding system to aid in future cross-sectional and/or longitudinal research. (Author/JAC)

ED222832 CG016300

Lettieri, Dan J., Ed.; Ludford, Jacqueline P., Ed.

Drug Abuse and the American Adolescent. NIDA Research Monograph 38. A RAUS Review Report.

National Inst. on Drug Abuse (DHHS), Rockville, Md. Div. of Research.

Report No-DHHS-ADM-81-1166

Pub Date 8 Sep 80

Note-140p.; Papers presented at the Research Analysis and Utilization System (RAUS) Review Conference on Drug Abuse and the American Adolescent (Rockville, MD, September 8, 1980).

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Adolescents; Biomedicine; Cohort Analysis; *Delinquent Behavior; Drinking; *Drug Abuse; Individual Differences; Literature Reviews; Longitudinal Studies; *Peer Influence; Personality Traits; *Predictor Variables; Secondary Education; *Youth Problems

Identifiers-*Epidemiology

This report reviews five studies dealing with drug abuse and adolescence and presents an overview of the social changes which have contributed to the increased use of marijuana and other illicit drugs. The importance of the longitudinal study as a research tool is emphasized in describing the research projects that deal with the epidemiology of drug use, personality and sociodemographic factors, peer influence, the relationship between delinquency and drug use, and its biomedical consequences. The report closes with an executive summary, discussion, and suggestions for further research. An annotated list of NIDA (National Institute of Drug Abuse) research monographs is included. (JAC)

ED222833 CG016301

Kilbourne, Brock K.; Kilbourne, Maria T.

Concurrent Feelings of Power and Dependency in a Sheltered Workshop for Chronic Neuropsychiatrics.

Pub Date Apr 82
Note-16p.; Paper presented at the Annual Meeting of the Western Psychological Association (62nd, Sacramento, CA, April 7-11, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Helplessness; *Individual Power; Job Performance; *Labeling (of Persons); *Mental Health; *Patients; Predictor Variables; Psychiatric Hospitals; Psychological Characteristics; Psychological Patterns; Self Concept; *Sheltered Workshops
Identifiers-*Dependency (Personality)

It has been argued that traditional psychiatric labels, hospitalization, anti-psychotic medication, and associated assistance programs tend to reinforce and perpetuate a sense of helplessness and dependency among mental patients. To investigate feelings of power and dependency of 15 neuropsychiatric patients in a sheltered workshop, self-evaluations of dependency were assessed in relation to a real-life role and power feelings were assessed in relation to another role. Although the results indicated that dependency and power feelings were independent of each other, the data revealed that dependency feelings positively predicted the number of mental hospital admissions and that feelings of power in the workshop negatively predicted work performance. The findings provide direct evidence that dependency and power can be role-specific. (Author/JAC)

ED222834 CG016302

Shannon, Lyle W.

Assessing the Relationship of Adult Criminal Careers to Juvenile Careers: A Summary.

Iowa Univ., Iowa City.

Spons Agency-National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Jun 82

Grant-79-JN-AX-0010

Note-23p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults; Behavior Change; *Behavior Patterns; Cohort Analysis; *Crime; *Delinquent Behavior; Delinquent Rehabilitation; *High Risk Persons; Juvenile Courts; Predictive Validity; *Predictor Variables; School Role

Much of the concern with juvenile delinquency has been based on the premise that delinquent behavior leads to adult crime. Police and court records of three cohorts comprised of 6,127 persons were analyzed. The most prevalent pattern of delinquent behavior was one of declining seriousness and discontinuation after the teenage period. With few exceptions, intervention by the agencies of social control did not play even a moderate role in decreasing the seriousness of adult controls. It was apparent that police contacts and more serious contacts had their highest incidence in the inner city. While removal from the community may appear to be a solution, the records show that most juveniles and adults will return and must be integrated into the community. (JAC)

ED222835 CG016303

Gottfredson, Gary D., Ed.

The School Action Effectiveness Study: First Interim Report. Report No. 325.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.; National Inst. of Education (ED), Washington, DC.

Pub Date Apr 82

Grant-80-JN-AX-0005; NIE-G-80-0113

Note-219p.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Behavior Change; *Delinquency Prevention; *Demonstration Programs; Educational Objectives; *Evaluation Methods; *Federal Programs; Formative Evaluation; Models; *Nontraditional Education; Program Development; *Program Effectiveness; Program Evaluation; Secondary Education

This report focuses on the School Action Effectiveness Study (SAES), the national evaluation of the Office of Juvenile Justice and Delinquency Prevention's Alternative Education Program. It presents the history, start-up activities, successes, and problems encountered during the first year of the 17 action projects. In the first section, the report discusses general topics that summarize the entire evaluation. Chapter 2 discusses the record of research in creating organizational change and delinquency prevention. Chapter 3 summarizes the conditions that lead to rigorous summative evaluation, while Chapter 4 describes the program development evaluation model used in the study. Chapter 5 presents some of the measures used in SAES to provide diagnostic information and to measure delinquency. Chapter 6 provides a brief sketch of the research designs for the 17 projects along with an overview of the formative evaluation results. The second section provides a narrative description of each project. A subject index, a name index, and a section containing abstracts of the narrative project descriptions are appended. (JAC)

ED222836 CG016304

Vaughan, Jerry, Sr.
The Nature of the Future: A Primer for Strategic Planning.
Pub Date 16 Jul 82
Note-13p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Futures (of Society); Life Style; *Long Range Planning; Quality of Life; Religion; *Social Change; Social Environment; *Social History; Social Structure; State of the Art Reviews; *Technology; Work Attitudes
Identifiers-*Rationality; *Teleology

The anticipation of the future has been the basis of conflict between people's dreams and the power that people have felt that they have had to act on their dreams. In a practical translation, the future, in the present, is constituted from at least some of the traditional elements of the past. However, the future is mainly constituted in the present, with those elements that are relevant to the future. It has been suggested that humanity has excelled in learning "how to do;" now the problem is whether or not what is "worth doing" can be learned. Technological development has become institutionalized together with a rational scientific value system based on prediction and control, the inertia of which can only mean a further reliance on science and technology to solve the problems of humanity. (JAC)

ED222837 CG016305

Hanley, Gerard L.; Levine, Marvin

Chunking Cognitive Maps: The Symmetry of the Resulting Representation and Its Effect on Interference.

Pub Date Apr 82

Note-12p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 15-18, 1982).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cognitive Processes; *Cognitive Style; College Students; Higher Education; *Integrated Activities; *Learning Processes; Performance Factors; *Recall (Psychology); *Spatial Ability

Identifiers-*Chunking

One of the important cognitive strategies individuals use when learning is to organize many bits of information into integrated patterns called chunks. To investigate the process of chunking spatial information, 32 college students integrated two cognitive maps either before or after an interfering task. The combined spatial layout formed either a symmetric or asymmetric configuration. The accuracy of movement between points in the spatial layouts significantly increased only when symmetric representations were constructed before the interference. Speed-accuracy tradeoffs during the integration of the spatial layouts and during the performance of the tests could not account for the increased accuracy. The results suggest that the facilitating effect of chunking requires not only the generation of an integrated representation, but also an additional abstraction derived from the integration representation. (Author/JAC)

ED222838 CG016306

Riley, Barb

Education and the Children of One-Parent Families: A Background Paper.

Manitoba Dept. of Education, Winnipeg. Planning and Research Branch.

Pub Date Aug 81

Note-24p.; Tables are of marginal legibility due to small print.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement; Childhood Needs; *Children; Cohort Analysis; Counseling Techniques; Elementary Secondary Education; *Emotional Adjustment; Foreign Countries; Literature Reviews; *One Parent Family; Parent Child Relationship; *Psychological Characteristics; Student Behavior; *Student Characteristics; *Student School Relationship

Identifiers-*Manitoba

Current literature about children of one-parent families can provide educators with information on what effects living in a one-parent family have on a child's personality, behavior, and academic performance. Research indicates that at the elementary level children often fear abandonment, act aggressively, and display attention-seeking behaviors after their parents have separated. At the secondary level, such children often blame themselves, display anger or withdrawal, and have difficulty with heterosexual relationships. In some cases the experience leads to greater independence and personal strength. Discussion groups and peer counseling are often helpful counseling techniques for children in one-parent families. (Author/JAC)

ED222839 CG016313

Johnson, James H.; And Others

Improving Acceptance of Automated Counseling Procedures.

Pub Date Oct 81

Note-11p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adjustment (to Environment); *Change Strategies; *Computer Oriented Programs; *Counseling Techniques; Innovation; *Military Organizations; Military Personnel; Models; Organizational Development; *Participant Satisfaction; *Program Implementation

Identifiers-*Computer Assisted Counseling

This paper discusses factors that may influence the acceptance of automated counseling procedures by the military. A consensual model of the change process is presented which structures organizational readiness, the change strategy, and acceptance as integrated variables to be considered in a successful installation. A basic introduction to the principles of software psychology is presented and previous research is considered. A structured approach for the installation of automated military counseling procedures is proposed, taking into account planned change, software psychology, and previous practical experience. A preliminary organizational assessment instrument for use in the installation of automated counseling procedures is described in detail. (Author/JAC)

ED222840 CG016314

Hooyman, Nancy R.; Toms, Melissa

Challenging Corporations to Address the Needs of Older Workers.

Pub Date Mar 82

Note-21p.; Paper presented at the Annual Conference of the Western Gerontological Society (28th, San Diego, CA, February 27-March 3, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Employees; *Employer Employee Relationship; *Fund Raising; Gerontology; Grantsmanship; Guidelines; Higher Education; *Older Adults; Philanthropic Foundations; *Private Financial Support; Program Descriptions; *Program Development; Proposal Writing

Identifiers-*University of Washington

This paper describes the development campaign of the School of Social Work at the University of Washington, which has focused on funding proposals related to the older worker. The underlying approach of a development campaign, steps in researching the private sector, and basic points in writing proposals for foundations and corporations are described. Illustrations from proposals developed by the School of Social Work related to the older worker, including preretirement planning, health promotion, alcoholism, elderly abuse, and families providing care to elderly relatives, are used throughout the paper. In addition, the materials also deal with ethical considerations and the issue of future funding. (JAC)

ED222841 CG016315

Trevino-Richard, Terry; And Others

Impact of an Area Agency on Aging on the Quality of Life among Black and Whites in a Southern S.M.S.A.

Pub Date Mar 82

Note-21p.; Paper presented at the Annual Conference of the Western Gerontological Society (28th, San Diego, CA, February 27-March 3, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Blacks; Delivery Systems; Gerontology; Low Income Groups; *Older Adults; *Participant Satisfaction; *Quality of Life; Racial Differences; *Social Services

Identifiers-*Area Agency on Aging; *Impact Studies

The Area Agencies on Aging are the primary federally funded units charged with delivering basic services to older adults. A study of 145 older adults was conducted to determine the extent and effectiveness of services provided by a southern Area Agency on Aging (AAA) to an urban, black, elderly population in Pine Bluff, Arkansas. Interview results showed that blacks utilized AAA services more frequently, were more knowledgeable about all AAA services, and tended to be more satisfied with services than their white counterparts. Despite this pattern, almost half of all blacks and whites did not know about the AAA, and fewer than 1 out of 3 blacks and approximately 1 out of 10 whites actually used the services. Lower income respondents and those with less education were more knowledgeable and tended to use the services more often. The findings indicate that the expected pattern of non-minorities having greater service utilization of AAA services was not supported. (JAC)

ED222842 CG016316

Richardson, Barbara Blayton

The Effects of Racial Discrimination on the Social Reality Perceptions and Childrearing Patterns of Black Mothers.

Pub Date 10 Oct 81

Note-21p.; Paper presented at the Annual Meeting of the National Black Child Development Institute (11th, Washington, DC, October 10, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitude Measures; *Attribution Theory; Behavior Patterns; *Black Mothers; *Child Rearing; Communication (Thought Transfer; Locus of Control; *Parent Child Relationship; *Racial Discrimination; *Social Cognition

Identifiers-*Blame

Social science perspectives on black maternal childrearing practices have traditionally ignored the cultural-historical, socio-political, and economic realities. Interviews were conducted with 62 black mothers to study their perceptions of racism and its effects on their childrearing practices. Results indicated that educational status alone did not account for most of the variations in childrearing patterns regarding racism. The mother's educational status combined with the racial characteristics of her educational environment acted as predictors of her perceptions of racism and the type of blame orientation she used. The findings suggest that mothers who perceive their own influence on social realities convey a sense of self-determination to their children.

(JAC)

ED222843 CG016317

Richert, Alphons J.; Hoyenga, Katharine I.

Measurement of Individual Differences in Sex-Role Stereotyping.

Pub Date May 82

Note-19p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (54th, Minneapolis, MN, May 6-8, 1982). Best copy available.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitude Measures; College Students; Higher Education; *Individual Differences; Interpersonal Relationship; Personality Traits; Responses; *Sex Role; *Sex Stereotypes; Social Cognition; *Test Construction; Test Reliability

Identifiers-*Bayes Theorem

It has been suggested that a procedure based on the logic of Bayesian probabilities would make it possible to assess individual differences in stereotyping. Given the possible advantages of using the McCauley and Stitt (1978) procedures to measure individual differences, three groups of college students were tested to see if they would use Bayes rule appropriately in responding to the measure. Results indicated that the basic assumption underlying the use of the McCauley and Stitt (1978) procedures was being met and that subjects used Bayes appropriately. The correlations of the estimated percentage of trait given sex with both base rate (the overall frequency of the trait in the population) and with representativeness (the frequency of a particular sex showing a specific trait) were all large and significant. The findings suggest that a measure of sex-role stereotyping based on estimations of conditional probabilities is viable. (JAC)

ED222844 CG016318

Haggerty, Marianne E.

Using the Policy-Capturing Method to Detect Prejudicial Attitudes of Men and Women toward Men and Women.

Pub Date Apr 82

Note-10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 15-18, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Affective Measures; *Attitude Measures; College Students; Higher Education; Predictive Validity; *Regression (Statistics); *Research Methodology; *Response Style (Tests); *Sex Bias; Sex Differences; Student Attitudes; Student Evaluation of Teacher Performance

Identifiers-*Policy Capturing Method

Direct approaches to attitude measurement make it easy for subjects to give socially desirable responses which may affect the outcome. A regression analysis method called policy capturing was used to study prejudicial attitudes in college students and to obtain estimates of the variance accounted for by predictors associated with sex. Students (N=110) rank-ordered 10 qualities for a professor. Results indicated that 21% of the females and 27% of the males exhibited prejudicial attitudes. Sex, or an interaction with sex, accounted for a wide range of the variance. The findings suggest that attitudes toward sex are more subtle than previously believed. The policy-capturing method can be used to detect the degree of prejudice in a sample when it is not detected by direct measurement, and can also be used individually as a diagnostic instrument. (JAC)

ED222845 CG016319

Arias, Ileana

Cognitive Processes Influencing Marital Functioning.

Pub Date Aug 82

Note-12p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attribution Theory; *Behavior Patterns; *Cognitive Processes; Counseling Techniques; Individual Differences; Interpersonal Relationship; Literature Reviews; Marital Instability; *Marriage Counseling; Socialization; *Spouses; *Stress Variables

Identifiers-*Marital Satisfaction

This paper reviews the literature on the role of mediating cognitive factors in marital functioning and satisfaction. Types and patterns of causal attributions of distressed and nondistressed couples are compared and the effectiveness of various intervention models is discussed. The materials also discuss the role of unfulfilled expectations as a source of marital dissatisfaction. The impact of faulty perception on behaviorally oriented marital therapy is examined and the need for further research on cognitive variables is emphasized. In addition, the author describes current research investigating the relationship between perceptual accuracy and marital satisfaction. (JAC)

ED222846 CG016329

Gunderson, Margaret S.; Moore, Earl J.

Guidance Program Assessment Procedures for Elementary and Secondary Schools. Georgia Comprehensive Guidance Series.

Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Planning and Development.

Pub Date 81
Note-174p.; For related documents, see ED 214 690, CG 016 240-250, and CG 016 330-334.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Educational Assessment; Elementary Secondary Education; *Guidance Objectives; Guidance Personnel; *Guidance Programs; Intermediate Grades; Parent Attitudes; *Parent School Relationship; *Program Evaluation; Student Attitudes; *Student Needs

This manual provides a series of assessment instruments that guidance program planners may adopt or adapt to provide a basis for defining the guidance program, educating others about the program, or planning needed program changes. The assessment procedures are designed to gather information about students' needs and progress from the students, the parents, and school personnel. Part 1 of the manual contains instruments for assessing: (1) the overall guidance program, i.e., advice areas (students' need for help), the helping processes (student and parent forms), and classroom environment; (2) guidance program functions and factors, e.g., individual and group counseling, resource coordination and development, and guidance curriculum (teacher and counselor forms); and (3) guidance program needs and progress (student and parent forms). Each section includes directions for administration and scoring of the instruments. Part 2, using the same organization and format, contains the assessment instruments designed for use at the secondary level. (MCF)

ED222847 CG016330

Implementing an Advisory Program in the Middle School. Georgia Comprehensive Guidance Series.

Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.

Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Planning and Development.

Pub Date 81

Note-45p.; For related documents, see ED 214 690, CG 016 240-250, and CG 016 329-334.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Counseling; *Guidance Programs; Intermediate Grades; Interpersonal Relationship; *Program Development; School Counseling; *Student Needs; Student Teacher Relationship

This manual is designed to aid school personnel to establish a student advisory program in the middle school. The rationale, definition and benefits of the program are detailed in an initial section, including areas of responsibility and the role of principal, teachers, counselors, and special services staff. The second section presents a three-step developmental process for the implementation of the program, including: (1) establishing a need, identifying significant problems, creating a climate for change, and gaining support of the program's implementers; (2) planning for the implementation, establishing a steering committee and planning the program (scheduling, membership, location, parent and parent-student-advisor conferences): and (3) developing tools for the implementation of the program plan including structuring responsibilities, phasing-in the plan, and staff development activities. Appendix A provides descriptions of three different advisor programs. Appendix B contains a parent survey, an advisee survey and a parent conference letter. (MCF)

ED222848 CG016331

Moore, Earl J.

School Coping Style Analysis in the Elementary School. Georgia Comprehensive Guidance Series.

Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.

Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Planning and Development.

Pub Date 81

Note-78p.; For related documents, see ED 214 690, CG 016 240-250, and CG 016 329-334. Pages 68-70 are of marginal legibility.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Behavior Patterns; Cerebral Dominance; Children; *Coping; *Counseling Techniques; *Educational Diagnosis; Elementary Education; *Guidance Programs; Personality Theories; School Counseling; *Staff Development; *Student Adjustment; Student Behavior; Teacher Workshops

Identifiers-*Adlerian Psychology

This workshop manual is one of four volumes in a staff development series designed for use with the Georgia comprehensive guidance and counseling units. The manual presents three separate models of students' school coping styles to aid classroom teachers' understanding of student behavior. Part 1 summarizes four basic models of student coping, i.e., power-dominance, acceptance-anxious, undisciplined-impulsive, and rigid-inhibited; a fifth style, creative-responsive is also presented as an ideal for comparison. The format of presentation for each mode consists of a listing of behavior characteristics of each style for identification purposes (in reproducible workshop handouts), a summary of each style, and suggested treatment techniques. Part 2, designed for use by school counselors as well as teachers, discusses Adlerian concepts and learning style in relation to children's school behavior. Part 3, for teachers and learning specialists, describes the relationship of hemispheric functioning to school learning and behavior. A Hemisphericity Observation Guide is included which delineates right- and left-minded characteristics, along with a checklist of special behaviors to be observed in identifying each mode, e.g., time and space orientation, and expression and behavior styles. (MCF)

ED222849 CG016332

Krick, Robert L.; Moore, Earl J.

The Life Career Assessment: A Structured Interview Technique for Counselors and Advisors. Georgia Comprehensive Guidance Series.

Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.

Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Planning and Development.

Pub Date 80

Note-113p.; For related documents, see ED 214 690, CG 016 240-250, and CG 016 329-334.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Competency Based Teacher Education; *Counseling Techniques; *Educational Counseling; *Guidance Programs; Helping Relationship; Interviews; Questioning Techniques; School Counseling; Secondary Education; *Staff Development; *Student Teacher Relationship; *Teacher Guidance

This staff development module is one of four in a series designed for use with the Georgia Comprehensive Counseling and Guidance units. The aim of this module is to teach school personnel how to use the Life Career Assessment (LCA), a structured interview technique, in order to facilitate the teacher/advisor, student/advisee relationship. The format of the module is organized in nine objective or goal sections, e.g., rationale, structure, themes, strengths and obstacle of the LCA, and the competencies or skills related to each objective. Each section presents background reading, practice exercises and suggested activities as well as self-evaluation exercises including a self-test to assess understandings acquired and a competency checklist. The exercises are designed to be used as a self-instructional tool for one user, or optional exercises are included requiring two or more people. The four appendices are a final competency checklist for all objectives, a basic helping skills bibliography, the LCA summary worksheet, and a reference list for the module. (MCF)

ED222850 CG016333

Daly, Michael J.; Moore, Earl J.

Basic Helping Skills Training Program, Part I: Self Instructional. Georgia Comprehensive Guidance Series.

Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.

Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Planning and Development.

Pub Date 80

Note-134p.; For related documents, see ED 214 690, CG 016 240-250, and CG 016 329-334.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Competency Based Teacher Education; Elementary Secondary Education; *Guidance Programs; *Interpersonal Competence; Programed Instruction; School Personnel; *Skill Development; *Staff Development; *Training Methods

This manual is one of four volumes in a staff development series designed for use with the Georgia Comprehensive Guidance and Counseling units. The helping skills training program, developed to equip school personnel with the competencies necessary to establish and maintain interpersonal relationships, has two components, this self-instructional manual for individual (written) practice, and part 2 for group activities practice. The materials are presented in seven sequential competency units, i.e., attending, listening, perceiving, responding, confrontation and feedback, personalizing, and initiating skills. The format for each unit consists of objectives, background narrative, written exercises, self-initiating exercises, self-evaluation, and a competency checklist. Worksheets with space for written exercises and an answer section for each unit are also included. (MCF)

ED222851 CG016334

Daly, Michael J.; Moore, Earl J.

Basic Helping Skills Training Program, Part II: Group Oriented Activities. Georgia Comprehensive Guidance Series.

Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.

Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Planning and Development.

Pub Date 80

Note-81p.; For related documents, see ED 214 690, CG 016 240-250, and CG 016 329-333.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Competency Based Teacher Education; Elementary Secondary Education; Group Activities; *Guidance Programs; *Interpersonal Competence; School Personnel; *Skill Development; *Staff Development; *Team Training; Training Methods

This manual is one of four volumes in a staff development series designed for use with the Georgia Comprehensive Guidance and Counseling units. The helping skills training program, developed to equip school personnel with the competencies necessary to establish and maintain interpersonal relationships has two components, part 1, the self-instructional manual for individual (written) practice, and part 2, the group activities component. The materials are presented in seven sequential competency units, i.e., attending, listening, perceiving, responding, confrontation and feedback, personalizing, and initiating skills, which correspond to the units in part 1. Each unit contains group activities/exercises complementing the written ones in part 1 and meant to be practiced in the training group. An introduction to part 2 describes the necessary characteristics of the training group and suggests ways in which parts 1 and 2 can be coordinated, and provides specific guidelines for the group leader. A series of warm-up exercises precedes the seven content units and a reference list is appended. (MCF)

ED222852 CS006808

Farrar, Mary Thomas

How Adequate are the Assumptions Underlying Literature Comprehension in the Middle Grades?

Pub Date [81]

Note-27p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Processes; *Curriculum Problems; Elementary Secondary Education; *English Curriculum; Evaluation Methods; *Literature Appreciation; *Reading Comprehension; *Reading Instruction; Reading Processes; Relevance (Education); Schemata (Cognition)

Although the argument that comprehension is a cognitive process is extremely convincing, the fact that comprehension can be assessed only through some sort of interaction makes this view inadequate as a base for reading/literature curricula. Questions, context, and teacher-student interaction can all influence a student's comprehension. It is also assumed that comprehension can be assessed objectively, but research has shown that examiners' different frames of reference can have considerable effect on question wording and on student scores. A third assumption underlying reading/literature curricula is that readers use some sort of schematic representation of text to guide the encoding and retrieval process and that an ideal story structure exists that corresponds with readers' schemata or expectations. Research indicates, however, that story structure is reflected in internal representation and that the complexity of internal representation increases developmentally, possibly subject to individual learning styles. Despite the limitations of these assumptions, reading/literature curricula in the schools have been based on the premise that meaning is literal, convergent, and objective rather than subjective or private. Because of the accountability demands of schooling, it is in the interest of school systems to adopt these assumptions and gloss over their inadequacies, a possibly unresolvable dilemma. (HTH)

ED222853 CS006829

Pinson, Sharon Lesley
Reading Strategies of Four Early Readers.
Pub Date Apr 82
Note-158p.; Bachelor of Education Dissertation, Deakin University.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Case Studies; *Early Experience; *Early Reading; Language Acquisition; *Prereading Experience; Preschool Children; Preschool Education; *Reading Research; Reading Skills; Self Actualization
Identifiers-*Reading Strategies

To gain additional information about how young children actually develop and use literacy before entering school, four young children were studied indepth by means of family questionnaires, reading age tests, diagnostic subskill tests, and miscue analysis. Five months later, the children were again tested to see if reading age had increased and if miscue patterns and reading subskill proficiencies had changed. An analysis of the findings suggests that the more proficient readers (1) were motivated to learn to read because of the intrinsic value of reading rather than because of social expectations, (2) had drives for self-motivated practice and monitoring within the framework of their own creative play, (3) could recognize phrases quickly and accurately, and (4) varied their strategies in accordance with different task demands. The subskill weaknesses exhibited by the less proficient included naming (as opposed to sounding) capital and lower case letters, spelling, and syllabication. (HOD)

ED222854 CS006835

Brewer, William F.; Lichtenstein, Edward H.

Stories Are to Entertain: A Structural-Affect Theory of Stories. Technical Report No. 265.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Oct 82

Contract No-NIE-C-400-76-0116

Note-26p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Discourse Analysis; Fiction; Narration; *Reading Comprehension; *Reading Research; *Research Methodology; *Schemata (Cognition); *Theories

Identifiers-Reader Response; *Theory Development

Much of the current controversy in the area of story theory derives from a failure to make clear the distinctions among theories of (1) plan comprehension, (2) narrative comprehension, and (3) story schema. A theory of plan comprehension attempts to account for the ability of humans to interpret the observed actions of another person in terms of that person's intentions. A theory of narrative comprehension is one that attempts to account for the ability of humans to understand narrative discourse. A theory of story schema attempts to deal with the individual's knowledge and enjoyment of the subclass of narrative discourse that comprises stories. Evidence from research suggests that many theoretical and empirical findings thought to contribute to theories of the story schema are better interpreted as relating to plan comprehension and narrative comprehension. To better understand the properties of stories, it is necessary to examine the function of different types of discourse and to take into account the discourse force of the genre being investigated. Stories are the subclass of narratives that have entertainment as their primary discourse force. Research from this perspective has related particular discourse organizations to particular affective responses in the reader and related these to the reader's liking and story intuition judgments. Surprise, suspense, and curiosity were three major discourse structures accounting for the enjoyment of most stories. (HTH)

ED222855 CS006840

Heerman, Charles E.

College Reading Strategies for Enhancing Student Retention.

Pub Date 1 Oct 82

Note-17p.; Paper presented at the Annual Meeting of the Plains Regional Conference of the International Reading Association (10th, Omaha, NE, September 29-October 2, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Content Area Reading; *Dropout Prevention; Higher Education; Reading Achievement; *Reading Instruction; *Reading Programs; *School Holding Power; *Student Attrition; Supplementary Education; Withdrawal (Education)

It is uncertain what a college reading program can do to enhance retention of college students who leave before graduating. Unfortunately, studies of college reading instruction's impact on grade point average (GPA) have not produced clear results. Additional content instruction, however, has been found to have significant impact on GPA's. Still, these programs do not attempt to measure their effect on reading achievement itself, so it is impossible to say what impact they make on students' reading achievement. A study conducted to determine how broad a range of targeted goals can be achieved by a college reading program found that enrollment in a one-semester reading class facilitated success in English class and that this success, in turn, led to a higher level of retention. Another study suggested that treatments are not undertaken with sufficient duration and intensity to reduce attrition. Another study of a successful program did not mention reading gains. It should be reiterated that teaching students to read, to achieve, and to remain in college are three separate tasks. Reading strategies will not guarantee enhanced student retention. Planners should select specific, realistic, and attainable goals for the college reading program; reading strategies commensurate with targeted goals; and appropriate evaluation criteria, while adjusting the program to the type of client being served and their expectations to realistic outcomes. (JL)

ED222856 CS006843

International Reading Association Annual Report, 1981-1982.
International Reading Association, Newark, Del.
Pub Date Apr 82
Note-47p.
Available from-International Reading Association, 800 Barksdale Rd., P. O. Box 8139, Newark, DE 19711.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Annual Reports; Conferences; *International Organizations; Money Management; *Professional Associations; *Reading Consultants; Reading Instruction; Reading Research; *Reading Teachers
Identifiers-International Reading Association

The introductory section of the International Reading Association (IRA) annual report for 1981-82 briefly discusses recent developments concerning the organization, including its efforts to support education in the federal legislature. It also outlines various literacy projects in which the IRA participates, such as Literacy Support, Newspapers in Education, Publication Outreach, and newly emerging relationships including Literacy Coalition, the Epcot Advisory Board, and Project BEST. The body of the report begins with the president's message, while separate sections are devoted to (1) membership and councils, (2) special interest groups, (3) international activities, (4) national affiliates, (5) committees, (6) research, (7) professional projects, (8) conferences, (9) publications, (10) professional relations, (11) finance and administration, (12) auditor's reports, and (13) financial reports. (HTH)

ED222857 CS006845

Ferguson, Charles A.

Cognitive Effects of Literacy: Linguistic Awareness in Adult Non-Readers. Final Report.

Stanford Univ., Calif. Dept. of Linguistics.

Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Mar 81
Grant-NIE-G-80-0040
Note-22p.; For related documents see CS 006 846-847.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Basic Education; Adults; *Bilingual Students; English; Error Analysis (Language); Language Research; *Language Skills; Language Usage; Linguistic Theory; *Literacy; *Metacognition; *Monolingualism; Reading Ability; Reading Research; Reading Skills; Spanish Speaking; *Structural Analysis (Linguistics)
Identifiers-*Metalinguistic Awareness; Papandropoulou (I); Segmentation (Verbal); Sinclair (H)

A project that investigated the metalinguistic awareness of adults (what they know about language as distinct from their ability to use language) is described and summarized in this final report. Subjects were 60 monolingual English speakers and 26 bilingual (Spanish and English) speakers enrolled in adult education classes. They fell into three groups according to reading level. Awareness of segmentation (sentences, phonemes, words) was found to be significantly related to degree of literacy, not to amount of schooling or general ability, although some components of the segmental awareness measure did not correlate with literacy. Subjects' concept of "word" as shown by elicited definitions also differed significantly by reading levels, but the differences did not fit well into the developmental scales proposed for children by I. Papandropoulou and H. Sinclair. Although the small number of subjects limited the authority of the findings, there appeared to be no significant difference in overall segmental awareness between monolinguals and bilinguals matched for reading level, age, and sex. (JL)

ED222858 CS006846

Barton, David; Hamilton, Mary E.

Awareness of the Segmental Structure of English in Adults of Various Literacy Levels.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date 20 Dec 80

Grant-NIE-G-80-0040

Note-20p.; For related documents see CS 006 845-847.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Basic Education; Adults; Error Analysis (Language); Language Research; *Language Skills; Linguistic Theory; *Literacy; *Metacognition; *Reading Ability; Reading Research; Reading Skills; *Structural Analysis (Linguistics)

Identifiers-*Metalinguistic Awareness; *Segmentation (Verbal)

As part of a wider study of metalinguistic skills, a study examined the segmental awareness skills of adults with a low level of literacy and compared them with the skills of more literate adults of similar backgrounds. Subjects, 60 adults enrolled in adult education classes, were divided into three groups of 20 according to reading level. Structured interviews covered several different aspects of segmental awareness. Results confirmed that segmental awareness varied with reading level. Specifically, the components that gave rise to the most errors and accounted for differences between the groups were those measuring word segmentation and those measuring smaller units within a whole--in short, problems of identifying "units within units." Results also showed that most segmentation errors occurred where an element of convention entered into the decision as to whether the form should be written as one word. Literates, however, were more likely to treat

contractions as one word. These results seem to indicate that certain aspects of segmental awareness are related to literacy, while others are not. (JL)

ED222859 CS006847

Hamilton, Mary E.; Barton, David

A Word Is a Word: Metalinguistic Skills in Adults of Varying Literacy Levels.

Stanford Univ., Calif. Dept. of Linguistics.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 20 Dec 80
Grant-NIE-G-80-0040
Note-26p.; For related documents see CS 006 845-846.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults; *Concept Formation; *Definitions; Language Acquisition; Language Research; *Language Skills; Language Universals; *Linguistic Theory; *Literacy; *Metacognition; Reading Ability; Reading Research; Reading Skills
Identifiers-*Metalinguistic Awareness; Segmentation (Verbal)

As part of a wider study of metalinguistic skills, a study examined the metalinguistic awareness of the concept "word" of adults at different literacy levels. Subjects, 60 adult monolingual English speakers enrolled in adult education classes, were divided into three groups according to reading level. Data were gathered through a structured interview consisting of (1) questions about the segmental structure of English, (2) an oral vocabulary test, (3) a question asking for the definition of "word," (4) questions asking for judgments of oral and graphic items, and (5) background questions about schooling and language experience. Analysis of the content of the subjects' definitions revealed three main kinds of features--units, meaning, and functions--with an increasing elaboration of references to units with reading level and a change in the kind of functions referred to, with written functions mentioned more often by lower readers. Analysis of definitional form reinforced the idea that higher level readers are more likely to talk of words as "units of language." In contrast to some developmental theories, these results suggest that factors other than developmental level affect people's concept of "word" and that metalinguistic skills are not one, undifferentiated domain but may be tied into specific areas of cognitive experience and expertise. Literacy is critical to some of these skills but not to all. (JL)

ED222860 CS006848

Singer, Harry, Ed.; Bean, Tom, Ed.
Proceedings of the Lake Arrowhead Conference on Learning from Text, April 14-16, 1982.
Learning from Text Project, Riverside, CA.
Pub Date 82
Note-114p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Content Area Reading; Higher Education; *Intercollegiate Cooperation; *Interdisciplinary Approach; *Learning Theories; Program Descriptions; Reading Comprehension; *Reading Instruction; *Research Projects; Study Skills; Teaching Methods
Identifiers-California State University; *Learning from Text Project CA; *Reading Writing Relationship; Textual Analysis; University of California

These conference proceedings report on and review the Learning from Text Project activities that started in the fall of 1980, and by the end of the second year had expanded to three University of California (UC) and six California State University (CSU) campuses. Following a summary of the conference proceedings, an introduction describes the background of the project, which was developed in an attempt to study how college students interact with written text in their course materials in order to construct meaning from that text. This is followed by a report on learning from text in a classroom situation and a report of the CSU-Fullerton project. Next, three faculty members from the UC-Riverside campus provide three simultaneous seminars on learning from text at the university level. This is followed by reports on teaching strategies for learning from text. A description of the UC-Davis project is then followed by descriptions of collateral research projects on nine campuses. (HOD)

ED222861 CS006858

Starks, Gretchen

Efficiency in the 80's in Reading and Study Skills.

Pub Date 82
Note-10p.; Paper presented at the Annual Meeting of the Plains Regional Reading Conference (10th, September 30-October 2, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Developmental Studies Programs; Educational Change; *Futures (of Society); Higher Education; Postsecondary Education; Reading Programs; *Reading Skills; *Study Skills; Two Year Colleges

As postsecondary reading and study skills programs advance into the 1980's, there are issues and changes that directors of these developmental programs must face. First, reading and study skills programs must include learning resource centers where students of all skill levels can come and improve themselves. Program staff members discussing long-range plans should consider providing classes for good and poor readers, adding adult basic education and high school equivalencey (GED) classes, creating content area computer modules, teaching adjunct classes with content area faculty, and providing special inservices to meet the needs of business and industry. Second, reading and study skills people need to be knowledgeable and receptive to computer technology. Third, adding a volunteer component to the program would be good for public relations, community development, and faculty support. Evaluation is another issue. Staff must be able to present to the college administration written and objective (computer-analyzed) evaluations of their classes. They should be certain that they have a solid screening procedure so that student skills improve sufficiently before the students enter regular academic classes. Finally, reading and study skills faculty should be aware of new developments in the field and incorporate them into the curriculum. (HOD)

ED222862 CS006859

Smith, Laura J.

Ethnographic Theory and Methodology in Reading Research.

Pub Date Apr 82

Note-35p.; Paper presented at the Annual Meeting of the International Reading Association (27th, Chicago, IL, April 26-30, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Classroom Observation Techniques; *Ethnography; Reading Processes; *Reading Research; Research Design; *Research Methodology; *Research Needs; Research Problems

Identifiers-*Naturalistic Research

Naturalistic inquiry (based on the ethnographic research paradigm) has the potential to supplement, or possibly to replace, quantitative experimental research in education. For years most reading researchers have used the experimental research design. This design fails to tap self-concept, value systems, purpose of and attitude toward reading, teacher's personality, teaching skills, and individual differences. Another criticism of the experimental control design model is that it has been of limited value in providing information about the reading process. As a consequence, participant observation, informal interviews, and video tape analysis have been identified as sensitive action-oriented processes needed to supplement quantitative data collection. Because these techniques describe the world as the participants see it, they have the potential for providing answers to complex reading problems. More specifically, the data are broader and more holistic. Certainly it is now time to broaden the horizons of reading research to include variations in reading behavior, to examine culture-free tests, and to review carefully techniques and strategies needed in the teaching of cross-cultural groups. Reading research must use a wider range of research methodology, including video recordings, field notes, participant observations, elicitation tasks, informal interviews, introspection and retrospection, audio tapes, recordings, diaries, and informal observation of cognitive tasks. (HOD)

ED222863 CS006860

Sadoski, Mark C.

SSR, Accountability and Effective Reading Instruction. Technical Paper Number R82001.

Texas A and M Univ., College Station. Coll. of Education.

Pub Date Sep 82

Note-9p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Accountability; Affective Objectives; Cognitive Objectives; Elementary Secondary Education; Enrichment Activities; Evaluation Criteria; Instructional Improvement; Program Effectiveness; *Reading Instruction; *Sustained Silent Reading; *Teacher Effectiveness; *Teaching Methods

Sustained silent reading (SSR) is intended to promote reading growth through allowing students to have sustained encounters with self-selected reading material without interruption in the presence of positive peer and teacher role models. Recent research suggests that SSR is of significant value when combined with a regular program of reading. Educational accountability in reading instruction is usually determined from test results. It should, however, address both the cognitive and affective development of readers. Considering the two major variables of content covered and academically engaged minutes, open and closed teaching models seem to stress one or the other of the two areas of development. Although a supplementary activity that cannot replace reading instruction itself, SSR bridges the gap between learning outcomes associated with cognitive reading achievement and affective reading achievement. As such it addresses the concerns of accountability with a single investment of time and without compromises and trade-offs. Although SSR isn't always workable on a schoolwide basis, its strengths and features make it deserving of consideration from reading specialists, classroom teachers, and administrators responsible for accountability and effective reading instruction. (JL)

ED222864 CS006861

Rowan, Brian; Miracle, Andrew W., Jr.

Systems of Ability Grouping and the Stratification of Achievement in Elementary Schools.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date May 82
Contract No-400-80-0103

Grant-NIE-G-80-0067
Note-32p.; Paper presented at the meeting of the American Sociological Association (San Francisco, CA, September 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Ability Grouping; Class Organization; Educational Research; Elementary Education; Grade 4; *Grouping (Instructional Purposes); Intermediate Grades; *Peer Influence; Reading Instruction; *Reading Research; Small Group Instruction; *Teaching Methods
Identifiers-*Self Fulfilling Prophecies

A study tested two hypotheses aimed at explaining the "self-fulfilling prophesy" that results when students are divided into ability group systems. The differential instruction hypothesis explains achievement differentials produced by grouping systems in terms of the differential instruction received by students. The peer differentials hypothesis argues that differential outcomes in schools are influenced by patterns of peer allocation and influence. Subjects were fourth grade students in a single urban school. Two types of instructional grouping systems were analyzed: within-classroom grouping for reading instruction and across-classroom ability grouping. Although the self-fulfilling prophecy was at work in both grouping systems, the two forms of grouping affected the processes of peer allocation and differential instruction differently. Instructional processes and peer group formation tended to place students in lower strata of the cross-classroom ability grouping at a disadvantage, but to work in favor of students in the lower strata of the within-classroom reading group system. These results have implications for grouping research strategy and future research on grouping. (JL)

ED222865 CS006862

Hamel, Cheryl J.; And Others

Readability Levels of Representative Navy Job Reading Materials for Nonrated Personnel.

Naval Training Analysis and Evaluation Group, Orlando, Fla.
Report No-TAEG-TM-82-5
Pub Date Oct 82
Note-29p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Computer Assisted Testing; Military Personnel; *Military Training; *Readability; *Reading Achievement; *Reading Materials; *Reading Research
Identifiers-*Job Related Reading; *Navy

To ensure that the essential job-related reading materials for nonrated United States Navy personnel were not beyond their reading capabilities, a study was undertaken to determine the readability levels of a representative sample of essential Navy job-related materials. The criteria for selecting material were that it be narrative text and that it be encountered frequently by the nonrated sailor on the job or when studying for advancement in training. Ten text passages from each document were keyed into a computer and analyzed using the Computer Readability Editing System. Reading grade levels were computed for each of the text passages. These reading grade levels were then averaged to give a single reading grade level for each category of document, e.g., all rate training manuals. An average reading grade level for all categories of documents was also computed to establish the overall readability level of job-related material. Based on the results of the study, the following recommendations were made: (1) a ninth grade reading ability should be established as the minimum competency level for enlisted personnel, (2) remedial reading instruction should be provided for sailors reading below the ninth grade level as measured by the Gates-MacGinitie Reading tests, (3) Navy-relevant and job-related remedial reading programs should be implemented at apprentice training sites and at selected areas of fleet concentration, and (4) the readability of essential job materials with reading grade levels higher than 10.0 should be simplified. (HOD)

ED222866 CS006863

Von Harrison, Grant; And Others

An Empirical Approach to Teaching Reading.

Pub Date Jul 82

Note-14p.; Paper presented at the Annual Meeting of the United Kingdom Reading Association (19th, Newcastle upon Tyne, England, July 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Grade 1; *Instructional Innovation; *Learning Activities; Oral Reading; *Peer Teaching; Primary Education; Reading Achievement; Reading Improvement; *Reading Instruction; Reading Programs; Reading Research; *Reading Skills; *Tutoring

A study gauged the effects of peer tutoring on the reading skills of first graders. Subjects were 250 children divided into eight experimental and four control classrooms in a school district in Utah. Teachers were trained by researchers, bearing in mind five procedural principles: (1) appropriate modeling by the teacher, (2) extensive dialogue, (3) guided practice, (4) systematic mastery checking, and (5) systematic review. The program involved a series of "learning cycles" composed of exercises based on the content areas of sight words, letter sounds, blending, decoding, and oral reading. Students were paired according to achievement, highest with lowest and so on. Pair members tutored each other for half an activity and then reversed roles. Oral reading took place in several settings. Parental involvement was also encouraged. Tests given 8 months after the beginning of the program showed significantly higher levels of performance on early reading skills in the experimental group. This approach seems effective in

helping teachers bring a large proportion of their students to the level of mastery. (JL)

ED222867 CS006864

Freedman, Elaine S.

On Improving the Format of Examination Papers.

Pub Date Jul 82

Note-23p.; Paper presented at the Annual Meeting of the United Kingdom Reading Association (19th, Newcastle upon Tyne, England, July 19-23, 1982).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement; Higher Education; History Instruction; Questioning Techniques; *Readability; *Reading Research; Test Anxiety; *Test Construction; *Test Format; *Testing Problems; *Test Items

An experiment investigated the effects of the instruction rubric at the beginning of an examination paper and of the format of the examination questions themselves. A history test whose questions originally differed widely in format was modified so that its rubric was as clear and concise as possible and all the short answer questions were of the same format. The design of the experiment produced four versions combining the new and old rubrics with the new and old questions so that the effects of the different changes would not be confused. Statistical analysis of data from 200 subjects seemed to indicate that the original version produced the highest candidate achievement scores; however, closer study revealed that the new rubric was in fact leading to better achievement results than the original one. Although the original rubric was clearly superior in the familiar situation, when the situation was less familiar, the new rubric began to show its worth. Readability measures also showed that the new rubric was simpler and easier to understand. Analysis of candidates' choice of questions revealed that question-style may outweigh the actual subject content in the candidate's process of choice and that questions appearing earlier in an examination are more likely to be chosen. These findings indicate that exam writers should consider the effect of the way a question is couched and the importance of readability of instructions. (JL)

ED222868 CS006865

Anderson, Jonathan

The Writer, the Reader, and the Text: or Writhing and Reeling in Texts.

Pub Date Jul 82

Note-21p.; Paper presented at the Annual Meeting of the United Kingdom Reading Association (19th, Newcastle upon Tyne England, July 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cohesion (Written Composition); Decoding (Reading); *Discourse Analysis; Elementary Secondary Education; *Models; *Network Analysis; *Reading Processes; Reading Research; *Writing Processes

Identifiers-*Reading Writing Relationship

The writing-reading process is a total interacting system comprising four subsystems: the writer, the text, the reader, and the context. A model of the complex interactions among these four subsystems is useful to the extent that it provides a framework for established facts, and in so far as it explains phenomena and suggests hypotheses. While syntax or grammatical structure may account for arrangements among lexical items within the sentence, cohesion refers to the nonstructural resources of language needed to account for relations between sentences. When writers introduce people, objects, and places and then keep track of these, the type of cohesion principally used is reference; co-reference maintains this relationship of identity. Conjunction is the type of cohesion when writers use an explicit connective to join one section of a text to another. Lexical items drawn from a restricted domain provide lexical cohesion. Texts lacking these cohesive strategies cannot be described as "normal." Data from studies examining student perception of textual cohesion using the framework of the writing-reading systems model lend support to the general hypothesis that linguistic facility and background knowledge and experience, as well as control over textual cohesion, increase as students develop greater language ability. (JL)

ED222869 CS006866

Freeman, Ruth H.

Improving the Comprehension of Stories Using Predictive Strategies.

Pub Date Apr 82

Note-15p.; Paper presented at the Annual Meeting of the International Reading Association (27th, Chicago, IL, April 26-30, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Basal Reading; Grade 5; Instructional Improvement; Intermediate Grades; *Prediction; *Reading Comprehension; *Reading Instruction; *Reading Interests; Reading Materials; Reading Processes; *Reading Research; Reading Skills; Teaching Methods

A study was conducted to determine if interest in a basal reader story could be heightened and reading comprehension improved by (1) having the children predict the story content from the title prior to reading the story and (2) having them predict the outcome of the story at a salient midpoint. Subjects, 45 children in 2 fifth grade classes, were asked to read 2 stories from a fourth grade book of a basal reader series. A repeated measures design considered three factors: prediction, interest, and comprehension. Analysis of the data indicated a direct relationship between prediction and comprehension, but failed to substantiate the hypothesis that prediction would stimulate interest and that interest would promote comprehension; there was no relationship between interest and comprehension. These results provide support for the practice of having students predict content prior to reading and story outcome at a salient midpoint. (JL)

ED222870 CS006867

Henney, Maribeth

The Effect of All-Capital vs. Regular Mixed Print, as Presented on a Computer Screen, on Reading Rate and Accuracy.

Pub Date 82

Note-18p.; Paper presented at the Annual Meeting of the Plains Regional Conference of the International Reading Association (10th, Omaha, NE, September 30-October 2, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students; Comparative Analysis; *Computer Assisted Testing; Elementary Education; Grade 6; Higher Education; Intermediate Grades; *Reading Instruction; *Reading Rate; *Reading Research; Reading Tests

Identifiers-Reader Response; *Reading Accuracy; *Typeface

Two related studies were conducted to determine whether students read all-capital text and mixed text displayed on a computer screen with the same speed and accuracy. Seventy-seven college students read M. A. Tinker's "Basic Reading Rate Test" displayed on a PLATO computer screen. One treatment consisted of paragraphs in all-capital type followed by paragraphs in mixed type, then single sentences in capital type followed by sentences in mixed type. In the other treatment, paragraphs still preceded sentences, but regular mixed type preceded all-capital type. Subjects were asked to touch the screen at the word that did not make sense, with response time and accuracy recorded by the computer. In the second study, 47 sixth grade students followed the same experimental design on an Apple II Plus microcomputer, with response time and accuracy measured with a stop watch. The results of the two studies indicated that college students were able to read text written in mixed print faster but less accurately than that written in all capital letters. Sixth graders did not perform differently with either type of print. The differences in accuracy of response between capital and mixed print for both college and sixth grade students indicate a need to consider accuracy as well as response time when testing reading and raise the question of whether speed or accuracy is more important for today's reading demands. (HTH)

ED222871 CS006868

Brittain, Mary M.; Brittain, Clay V.

Means of Assessing Remedial Reading Needs of College Students.
Pub Date Oct 82

Note-14p.; Paper presented at the Annual Meeting of the College Reading Association (26th, Philadelphia, PA, October 28-30, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students; *Content Area Reading; Educational Philosophy; Higner Education; Open Enrollment; *Reading Diagnosis; *Reading Programs; Reading Tests; *Remedial Instruction; Remedial Programs; *Remedial Reading; Standardized Tests

Methods of assessing the reading needs of college students can be examined in relation to two broad categories of college reading programs: (1) the self-contained course or sequence of courses in reading and study skills, and (2) courses or programs in which instruction in reading and study skills is interwoven with supplementary instruction in a content area. The identification of students for required instruction in self-contained courses is overwhelmingly dependent upon standardized test scores. In practice, survey tests, frequently the Nelson Denny Reading Test, are used more often than diagnostic examinations. Researchers disagree on the importance of diagnostic tests and what form they should take. Reading programs interwoven with content area instruction seem to make little use of standardized tests for assessment. Examination of two of these programs reveals more flexible and individual instruction. Although the survey reveals that colleges do rely heavily upon standardized tests for assessment, notable exceptions to this approach reflect theoretical and philsophical orientations that require a more incisive and holistic view of the reader than standardized tests currently provide. (JL)

ED222872 CS006869

Tuchowski, Barbara, Comp.; Lopardo, Genevieve, Ed.

A Ten Year Review of the Research in Developmental Reading at the College Level.

Illinois Association for Personalized Learning Programs.

Pub Date [82]

Note-116p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Annotated Bibliographies; Higher Education; Individualized Instruction; *Program Content; Program Descriptions; Program Evaluation; Readability; *Reading Achievement; *Reading Instruction; *Reading Research; Reading Skills; *Remedial Reading; *Skill Development; Teaching Methods; Tutoring

In order to substantiate the need for college level developmental reading programs, this paper reviews research conducted in the area from 1971 to 1981. The paper provides bibliographic information for 96 entries drawn from a search of ERIC, Dissertation Abstracts International, the William S. Gray Research Collection in Reading, and journals in reading and related fields. The entries contain discussions of (1) specific developmental reading programs, (2) techniques of program evaluation, (3) the relationship between student achievement and developmental program participation, (4) reading ability and semantic verification, (5) classroom climate and reading achievement, (6) individualized instruction, (7) self-concept and reading attitudes, (8) tutoring, (9) textbook readability, and (10) different teaching and learning modes. (FL)

ED222873 CS006870

Hutson, Barbara A.; And Others

A Multifaceted View of the Roles of the Reading Specialist.

Pub Date Dec 82

Note-23p.; Paper presented at the Annual Meeting of the National Reading Conference (32nd, Clearwater, FL, December 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Attitudes; Educational Philosophy; Elementary Secondary Education; *Reading Consultants; Reading Research; *Role Perception; *Teacher Attitudes; *Teacher Role; *Values

To explore the facets of the roles of the reading specialist, data were gathered from 23 specialists concerning their values, their perceptions of the values of their principals, and their assessment of the skills in performing their various roles. The specialists were asked to read descriptions for the following roles: (1) resource person, (2) adviser, (3) inservice leader, (4) investigator, (5) diagnostician, (6) instructor of teachers, (7) evaluator, and (8) remedial teacher. They then completed teacher value and principal value scales and rated their own skill level for each role. Results indicated that the roles most highly valued by the reading specialists were those of resource persons, instructors of other teachers, diagnosticians, and advisers. Though the order differed, the specialists thought that their principals would value these same roles, but would attach a higher value to the role of remedial teacher. The specialists perceived themselves as most skillful in the roles of remedial teachers, instructors of other teachers, resource persons, and diagnosticians. Greatest discrepancies between values and self-perceived skill were for the roles of inservice leader, adviser, and evaluator. For the role of remedial teacher, however, ratings were higher for skill than for value. (Role descriptions are included.) (FL)

ED222874 CS006871

Hutson, Barbara A.

Studying Technical Literacy in Today's Society.

Pub Date Mar 82

Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Computers; Content Area Reading; Educational Theories; *Education Work Relationship; Futures (of Society); *Skill Development; Student Needs; *Technological Advancement; *Technological Literacy; *Technology

Technical literacy is a prerequisite for effective participation in an information society. Generally defined, technical literacy is consonant with work-related functional literacy, but requires a wider range of skills and the ability to deal with specialized forms of materials in order to perform on the job or during training for skilled or semiskilled work. Technical literacy can be viewed as the intersection of technology and literacy. There are, for example, three ways in which it is related to technology: (1) the content is often about technology, (2) the purpose is usually designed to facilitate technology, and (3) the mode of delivery is increasingly likely to be through technology. Technical literacy also overlaps with other forms of reading, but there are at least five major areas in which it differs from them: content familiarity, format, semantic structure, task structure, and mode of delivery. Understanding the processes involved in technical literacy, accommodating individual differences, planning for effective document designing, and planning training for and through technical literacy all require the development and application of a broad framework based on well-constructed theory. (FL)

ED222875 CS006872

Hutson, Barbara A.; Niles, Jerome A.

Reading Grouping as Decision-Making: Selection and Effects of Cues.

Pub Date Oct 82

Note-32p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 1982).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Class Organization; *Decision Making; Elementary Education; Elementary School Teachers; *Evaluation Criteria; Graduate Students; *Grouping (Instructional Purposes); *Reading Instruction; *Reading Research; Reading Teachers; *Teacher Attitudes

Identifiers-*Reading Groups

A group composed of 124 classroom teachers, reading teachers, and graduate students in reading specialization programs participated in a study that examined how teachers select and use information in judging students' probable performance in reading groups. Each subject read two case studies (one describing a boy with social problems but no reading problems, the other describing a boy with reading problems and no social difficulties) and rated whether the student described in each should be placed in a low, middle, or high reading group. After this rating, subjects were allowed to select one of five areas in which they would like to have additional information about the student. Following this they gave the student a second rating, requested information from another area, and completed a third rating. Results indicated that both initial ratings and initial information requests were related to type of case presented, that the patterns of information requested differed by problem type, and that final ratings and shifts in ratings were related to the positive or negative value of the information received. (Copies of the two cases are included.) (FL)

ED222876 CS006873

Williams, Ray

A Publisher's Attempts to Make Its Content-Field Textbooks More Readable: A Case Study in Social Studies.

Pub Date Jul 82

Note-18p.; Paper presented at the Annual Meeting of the United Kingdom Reading Association (19th, Newcastle upon Tyne, England, July 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Chinese; Cloze Procedure; *Content Area Reading; *English (Second Language); Foreign Countries; *Readability; *Reading Difficulties; Secondary Education; Second Language Learning; Social Studies; *Textbook Evaluation; *Textbook Preparation; Textbook Publication; Textbook Research; Textbook Selection

Identifiers-Hong Kong

A British publisher conducted a readability study of its English language content area texts being used in foreign countries to determine how the texts could be made more readable. A cloze procedure assessment of a secondary school Hong Kong social studies series indicated that the English texts were too difficult for 91% of the pupils tested. Teachers were also asked to group their pupils into those who understood the text and those who did not to determine whether the teachers' assessment correlated with the cloze results. They, too, predicted that the texts were too difficult for most of the students tested. A multiple choice test of vocabulary revealed the several kinds of vocabulary posed problems of readability, including idiomatic expressions, "imported" vocabulary, and unfamiliar words lacking context support. Based on these results, the entire secondary level social studies series was rewritten. Among the changes made were three-column pages with ragged right margins, artwork located at the appropriate site in the text, unfamiliar words translated into Chinese, and simplification of other vocabulary. A summary of main points was placed at the end of each chapter, and an English/Chinese minidictionary was included at the end of the books. A manual of "readable writing" was subsequently developed, intended for authors and editors of educational textbooks. (HTH)

ED222877

CS006878

Biggs, Shirley A., Ed.; And Others.

Communication Competencies: Together They Grow. Proceedings of the Annual Pittsburgh Conference on Reading and Writing (33rd, Pittsburgh, PA, October 10-11, 1980).

Pittsburgh Univ., Pa. Div. of Teacher Development.

Pub Date 82

Note-244p.

Available from-Language Communications, School of Education, University of Pittsburgh, 4H01 Forbes Quadrangle, Pittsburgh, PA 15260 ($6.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Communication Skills; Curriculum; Elementary Secondary Education; *Integrated Activities; *Integrated Curriculum; Language Arts; *Listening Skills; Program Content; Program Development; *Reading Skills; Speech Skills; *Writing Skills

The 26 papers in this compilation focus on integrated communication instruction. The papers are arranged into four categories: the integrated curriculum, theory and practice on integration, implementation of the integrated curriculum, and the integrated curriculum beyond the classroom. Specific topics discussed in the papers include (1) language arts resources for long-range planning of school improvement; (2) the effects of parent-guided language activities on reading achievement of elementary school children; (3) the relationship between written syntactic attainment and reading ability in seventh grade students; (4) prediction of reading achievement in senior high school students from intelligence, listening, and informative writing; (5) syntactic maturity in reading comprehension and writing ability; (6) student competence in listening to appreciate literature; (7) a visual base for communications; (8) analytical listening and analytical reading; (9) reading instruction through writing; (10) enhancement of reading through television; (11) communication skills and content area learning; (12) English instruction for young Japanese children; (13) use of family history for writing projects; and (14) the importance of family involvement in developing communication competence. (FL)

ED222878 CS006882

Kolczynski, Richard G.
Chomsky, Syntax, and Reading: A Primer for Teachers.
Pub Date [72]
Note-23p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Language Acquisition; *Linguistic Competence; Linguistic Performance; *Linguistic Theory; Phonology; Reading Comprehension; *Reading Skills; Semantics; *Syntax; *Transformational Generative Grammar
Identifiers-*Chomsky (Noam)

Noam Chomsky's theory of grammar, or more specifically his theory of syntax, proposes to describe all possible English sentences through an explanation of how the native speaker generates sentences. It is the study of one's competence that offers insights into how language is acquired and how the rules and generalizations of that language are internalized. Basic sentences are usually products of phrase-structure rules, while variations of basic sentences are products of transformational rules. Phonological and semantic applications must be made if one is to "pronounce" a sentence and get meaning from what is said or heard. If comprehension is the goal of reading, the reader must use his or her knowledge of language in general, and of transformations in particular, in order to translate printed symbols into the intended meaning. Although many studies offer specific suggestions for studying syntactic structure and increasing comprehension, it appears that the intuitive knowledge children have of their language is the best foundation upon which to build reading skills. In addition, the development of reading skills, especially comprehension, will be most effective if consideration is also given to the cues that exist within the flow of language and the similarity of the reading material to the oral language of the reader. (HOD)

ED222879 CS006886

Casale, Ula Price; Manzo, Anthony V.

Differential Effects of Cognitive, Affective, and Proprioceptive Instructional Approaches on Vocabulary Acquisition.

Pub Date [82]

Note-14p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes; Comparative Analysis; Elementary Education; Grade 5; Grade 6; Intermediate Grades; *Kinesthetic Methods; *Language Acquisition; *Language Research; Learning Theories; *Prior Learning; Reading Instruction; Teaching Methods; *Vocabulary Development

The effectiveness of three instructional approaches was investigated in a study of how best to facilitate vocabulary acquisition. The three approaches were (1) the cognitive approach, a method employing dictionary worksheets and patterned after the most commonly used method of teaching vocabulary; (2) the affective approach, which urged students to "anchor" new word meanings to subjective associations and prior experiences; and (3) the proprioceptive approach, which employed kinesthetic activities to supplement visual and auditory stimuli in a manner that helped students develop an internal counterpart to the cognitive associations of a word. Subjects were 27 fifth and sixth grade students randomly assigned to six treatment groups that were rotated by treatment, lesson time, teacher, and lesson content. Words to be taught and tested were taken from the "Teacher's Word Book of 30,000 Words."

Students completed posttests that measured their ability to write the meaning of a word, to choose a word's meaning from a list of possible answers, and to complete a sentence using one of three words. Results indicated that the proprioceptive and affective approaches to vocabulary acquisition were more enhancing of word concept formation than the cognitive approach, which was adequate when the test task was least demanding of deep learning. (FL)

ED222880 CS006891

Rubin, Deborah F.

Four Studies of Literary Response: Inquiry into the Nature of Reader Subjectivity.

Pub Date Dec 81

Note-220p.; M. S. Thesis, University of North Carolina.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Case Studies; *Comparative Analysis; Elementary Secondary Education; Literature Appreciation; Literature Reviews; *Reading Processes; *Reading Research; *Research Methodology; Student Attitudes; *Student Reaction

Identifiers-*Reader Response

This report summarizes and compares four studies of reader response reported between 1975 and 1978. The studies include (1) "Five Readers Reading," by Norman Holland; (2) "Individual and Group Responses of Fourteen- and Fifteen-Year Olds," by Anthony Petrosky; (3) "Describing Responses to Works of Fiction," by Lee Odell and Charles R. Cooper; and (4) "Subjective Criticism," by David Bleich. The report is comprised of six main divisions: an introduction, a chapter on each of the four metareading studies, and a summary chapter in which the conclusions about the differences and similarities among these studies and the state of response research in general are reached. The four chapters in which the investigations are presented each contain descriptions of the following aspects of the studies: scope or intent, structure, methods and procedures, theoretical approaches, and conclusions. (HOD)

ED222881 CS006892

Aaron, Ira E.

Word Recognition Skills Instruction.

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.

Pub Date 82

Note-91p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Elementary Education; Learning Activities; *Reading Instruction; *Reading Skills; *Skill Development; Vocabulary; *Vocabulary Development; *Word Recognition

Intended to help teachers improve students' word recognition skills, this guide covers word recognition, phonics, and dictionary use instruction. Following a preface, the first chapter discusses the place of word recognition in the school and introduces various word recognition skills clusters. Each of the next three chapters is divided into two parts--skills and instructional activities--to cover the following topics: (1) word recognition skills, (2) phonics and related skills, and (3) dictionary use skills. The fifth chapter examines initial teaching levels for word recognition skills, and chapter 6 contains a word recognition inventory. The final chapter provides summary comments on word recognition instruction. (HTH)

ED222882 CS006893

Knight, Catharine C.; Nelsen, Edward A.

Hierarchical Relationships among Components of Reading Abilities of Beginning Readers.

Pub Date Aug 82

Note-34p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Beginning Reading; *Language Acquisition; Phonics; Primary Education; Reading Instruction; *Reading Research; *Reading Skills; Semantics; *Skill Development; Verbal Learning; Visual Learning; *Word Recognition

A study examined hierarchical relationships among three developmental components of reading ability in grades 1 through 3. It was predicted that semantic skills develop initially, followed by letter identification skills, phonological skills, and visual skills. Reading ability was assessed with a word identification task. The semantic components of reading were assessed with word definition tasks, phonological skills were measured with rhyming tasks, and visual graphic skills were tapped with a letter naming task. Hierarchical relationships among performances on tasks were examined as they characterize the acquisition of reading for beginning readers. Children were tested individually, and all responses were recorded as pass or fail. The results showed that children performed most accurately and correctly on verbal definition and picture tasks, scoring at ceiling levels in all grades. Their performance was successively less accurate on letter identification, rhyming production, and reading production, particularly for first and second grade students. The results suggest that most beginning readers acquire reading skills in a hierarchical order most of the time. The findings also show the relevance of visual graphics and phonological skills to reading development--most children who consistently failed visual graphics and phonolgoical tasks tended to experience difficulty in oral reading performance and to read below grade level in class. (HTH)

ED222883 CS006894

Leong, Che Kan

Reading Words and Reading Text.

Pub Date Jul 82

Note-18p.; Paper presented at the Annual Meeting of the United Kingdom Reading Association (19th, Newcastle upon Tyne, England, July 19-23, 1982).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Context Clues; Decoding (Reading); Discourse Analysis; Elementary Education; English; *Lexicology; *Linguistic Theory; Morphophonemics; *Reading Comprehension; *Reading Instruction; *Reading Processes; Reading Research; Reading Skills; Schemata (Cognition); *Word Recognition

The research and practical questions about the internal lexicon, the associated network of internal representation basic to word meaning, boil down to whether in reading English the phonological route is obligatory or optional. Since the English writing system is morphophonemic, not phonetic, access to the internal lexicon cannot and should not just be at the surface, phonetic level. Simplified spelling cannot quite bring out much of the relevant information in the English writing system. Teachers must balance phonic subskills and reading comprehension even in primary grade classes. The concept of internal dictionary must be broadened to that of an internal encyclopedia or internal library. Fast, accurate decoding of words is necessary but not sufficient for comprehension of text. Research on the reading process has led to schema theory, which postulates that story comprehension evolves around high-level representation of schemata that helps to organize and integrate a story and makes it comprehensible and recallable. The idea that comprehension of text, memory, and knowledge are interwoven means that teachers will have to teach learning strategies explicitly and should be wary of "simplified" stories. The interactive nature of the reading process underscores the importance of both the structure and function of language. Replacing formal, rigid language and reading instruction with instruction that stresses the flexibility and ambiguity of language will produce better teaching methods. (JL)

ED222884 CS006895

Kuhara, Keiko; Hatano, Giyoo

The Effects of Advance Organizer and Anticipation Activity on the Learning of Texts.

Pub Date Apr 80

Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Advance Organizers; Higher Education; Instructional Improvement; Learning Activities; *Reading Comprehension; Reading Improvement; Reading Research; Recall (Psychology); Retention (Psychology); *Schemata (Cognition)

Given the general agreement that learning of texts is facilitated by learners using relevant concepts or schemata to subsume contents, a study was conducted to see if giving learners an advance organizer and requiring anticipation activity would help in the formation of new schemata and, therefore, result in the enhancement of learning. Subjects were 264 undergraduates. They were given three prose texts to read, each followed by an immediate cued recall test and a delayed recall test on all three texts after 25 minutes of interpolated tasks. Prior to the learning of the texts, which contained examples following rules, half the learners were given the rules as an advance organizer and half were not. Each of these two groups were halved again into groups required to anticipate using the rules or not. Results indicated that the advance organizer had a facilitative effect on the grasp and application of the rules, but had no effect on the recall of the texts governed by the rules. There was no evidence that the advance organizer helped in the formation of the relevant schemata. Anticipation activity had a facilitative effect on the recall of the second and third texts even in the group without the advance organizer. These results suggest that requiring anticipation faciditated using the rules, which resulted in an improved grasp of them. (JL)

ED222885 CS006897

Anderson, Jonathan

The Measurement of the Perception of Cohesion: A Second Language Example.

Pub Date Jul 82

Note-19p.; Paper presented at the Annual Meeting of the World Congress on Reading (9th, Dublin, Ireland, July 26-30, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cloze Procedure; *Cognitive Processes; *Cohesion (Written Composition); *Decoding (Reading); Elementary Education; *English (Second Language); Language Processing; Miscue Analysis; *Models; Reading Processes; Reading Research

Within the framework of a general model of communication, a model of language communication has been developed and applied to the perception of cohesion. To measure students' perception of textual cohesion, a pilot study in the United Kingdom built "noise" into texts by deleting parts of each texts. Subjects, 59 nonremedial students whose first language was either Italian or Punjabi, were given two test booklets in English, one fiction and one nonfiction. Each booklet contained 65 text deletions. Using an accepted guideline of miscue analysis, results did not indicate serious weaknesses in the students' reading at the points measured. Examining the measure of consensus displayed by students' responses leads to the intuitive conclusion that in these cases consensus measure is more important than exact match score. The results confirm that this type of analysis can provide potentially useful insights into readers' text processing strategies. (JL)

ED222886 CS006898

DeYoung, Alan J.

Investigating School Effectiveness at the District Level: Reading and Language Mastery in Kentucky School Districts.

Pub Date Nov 82

Note-19p.; Paper presented at the Annual Meeting of the American Educational Studies Association (November 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Ability; *Basic Skills; *Educational Assessment; Educational Research; Elementary Secondary Education; Grade 3; Grade 10; Language Aptitude; Reading Ability; *School Districts; School District Spending; *School Effectiveness

Identifiers-*Kentucky

In order to analyze the effectiveness of school districts in Kentucky, a study looked at basic skill test scores in reading and language at two grade levels, 3rd and 10th. In order to take into account student differences between school districts, the percentage of students in the "below average" range on the Short Form Test of Academic Abilities (SFTAA) Verbal Ability Tests for grades 3 and 10 were subtracted from the percentage in the below average category on the basic skills reading and language tests. Analysis indicated that Kentucky school districts are fairly effective. In an attempt to determine the sources of differences that did occur, a variety of administrative, teacher, and finance variables were examined in multiple regression analyses. Although student ability was the most important factor, other factors such as per pupil expenditure, administrative costs, and financial support also showed some influence. Increased expenditure seemed to lead to negative results, and other patterns were unclear. Perhaps more sophisticated measures or better sampling techniques will provide a better explanation of school effectiveness in the future. (JL)

ED222887 CS006899

Hayes, David A.; Readence, John E.

Illustration-Dependence as a Factor in Transfer of Prose Learning.

Pub Date Mar 82

Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Grade 7; *Illustrations; Junior High Schools; Junior High School Students; *Reading Comprehension; Reading Habits; *Reading Improvement; *Reading Research; *Transfer of Training; *Visual Stimuli

Identifiers-*Illustration Dependence; Prose Learning

To determine the relative transfer value of imposed and induced visual images in relation to level of textual materials' illustration-dependence, 108 seventh grade students read textbook excerpts written at four levels of illustration dependence under four visual imagery conditions. The four levels of illustration dependence were high, moderate, low, and none. The four visual imagery conditions were no illustrations/no instructions, illustrations/no instructions, illustrations/with instructions to view them, and no illustrations/with instructions to visualize text content. In a Latin square design, experimental materials were rotated across treatment groups so as to counterbalance levels of illustration dependence and visual imagery conditions. The interactions between treatment conditions and level of illustration dependence suggest that subjects given texts whose illustration dependence was moderate to high benefited from the presence of illustrations. Although instructions to attend to text illustrations did appear to somewhat enhance performance on transfer tasks, improvement in performance was not significantly improved by such instruction, except in the case of the most illustration dependent text. The data indicate that provision of illustrations enhances learning from text, but it does so to the extent that the text is illustration dependent. (HOD)

ED222888 CS006903

Moore, David W.; And Others

Prereading Activities for Content Area Reading and Learning. Reading Aids Series.

International Reading Association, Newark, Del.
Report No-ISBN-0-87207-228-2
Pub Date 82
Note-73p.
Available from-International Reading Association, 800 Barksdale Rd., P. O. Box 8139, Newark, DE 19711 (Order No. 228, $3.50 member, $5.00 non-member).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Class Activities; *Content Area Reading; Elementary Secondary Education; *Learning Activities; *Prior Learning; Questioning Techniques; Reading Comprehension; *Reading Instruction; Reading Readiness; Teaching Guides; Vocabulary Development
Identifiers-*Prereading Activities

Based on the premise that what students know before they read an assignment will strongly influence what they learn by reading that assignment, this booklet provides strategies that teachers can use to evoke and enhance students' background knowledge in relation to content area reading. Following a foreword and preface, the first major section of the booklet discusses readiness to read in the content areas, including content and word knowledge, motivation, and attention. The second section provides guidelines for asking and answering questions before reading. The third section contains information on forecasting a passage, while the fourth section discusses preteaching content vocabulary. Previewing graphically represented information is discussed in the fifth section. The sixth and final section covers guidelines for selecting prereading activities, keeping in mind the characteristics of the learners and materials and the expected learning goals. (HTH)

ED222889 CS006911

Snow, David P.

Inquiry Summary: Classroom Instruction in Reading Comprehension.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No-SWRL-TN-2-82/38

Pub Date 26 Oct 82

Contract No-400-80-0108

Note-21p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Aptitude; Intermediate Grades; Listening Skills; Middle Schools; *Oral Reading; *Reading Comprehension; Reading Instruction; *Reading Research; *Reading Skills; Remedial Reading; *Sentence Structure; Skill Development; *Suprasegmentals

For the purpose of investigating instructional techniques that facilitate children's acquisition of reading comprehension skills in the middle and upper elementary grades, a 2-year inquiry into classroom instruction in reading comprehension was begun at the beginning of 1980. The initial focus of the study was on methods of assessment. Analytic inquiry focused on strategy differences between good and poor readers and remediation techniques for teaching comprehension skills beyond the word level. Following the analytic inquiry, a series of three empirical studies investigated an important but not widely studied aspect of reading skills development--children's perception of meaningful, intrasentence units in printed discourse. These studies found that (1) phrasally segmented text improved children's oral reading in regard to appropriate intonation, stress, and pauses; (2) both good and poor readers were able to use prosodic features in order to identify functional intrasentence units in speech, but poor readers had difficulty compensating for the lack of these organizing cues in printed text; and (3) oral modeling of text helped moderately poor readers to read out loud in a fluent manner, suggesting an improved understanding of text. These results suggest that auditory language skills should also be used as the basis for teaching children to analyze the phonological and structural organization of text on the larger level of phrases and sentences. (HOD)

ED222890 CS006912

Snow, David P.; And Others

Speech Prosody and Children's Perception of Sentence Organization.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-SWRL-TN-2-82/34
Pub Date 20 Oct 82
Contract No-400-80-0108
Note-44p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Auditory Perception; Cognitive Processes; Grade 5; Intermediate Grades; *Intonation; *Reading Comprehension; *Reading Instruction; *Reading Research; *Sentence Structure; *Suprasegmentals; Visual Perception

One hundred twenty-three fifth grade students participated in a study that investigated the role of prosodic cues in children's comprehension of discourse. The subjects, both good and poor readers, read, listened to, or read and listened to a story in one of four modes of visual and auditory presentation: (1) no audio, (2) normally intoned, (3) highly intoned, and (4) no print. In the first, second, and third conditions, the subjects completed both a comprehension message measure and a parsing activity in which they indicated points in the story where pauses were acceptable. Children in the fourth condition participated only in the comprehension activity. Results showed that the subjects were able to understand the parsing task and could identify intrasentence units in written passages. This was true even for those who did not have any auditory support during the task. The results of the parsing task showed that both good and poor readers readily perceived suprasegmental features in speech and used these cues effectively in identifying sentence structure. The findings support the theory that the poor representation of prosodic features in written text adds to the difficulty some children experience in learning to read. (Copies of the stimulus materials are appended.) (FL)

ED222891 CS006914

Coots, James H.; Snow, David P.

Comprehension Skills and Text Organization Ability in Reading.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-SWRL-TN-2-81/11
Pub Date 31 Mar 81
Contract No-400-80-0108
Note-28p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Processes; Decoding (Reading); Elementary Secondary Education; *Reading Comprehension; *Reading Research; Reading Skills; Semantics; Sentence Structure; Skill Development; Syntax
Identifiers-*Reader Text Relationship; *Text Structure

A review of research concerning the nature of text organization skills that contribute to reading comprehension ability reveals two distinct categories of studies: (1) those in which texts have been manipulated so as to facilitate spontaneous syntactic-semantic organization by the reader, and (2) those in which readers have received training or instructions to process unaltered texts in a manner presumed conducive to improved comprehension. Studies in both categories suggest that the degree of organization imparted to a text during input processing is an important variable in reading comprehension. (Author/FL)

ED222892 CS006915

Coots, James H.; Snow, David P.

Effects of Phrasal Segmentation on Text Comprehension and Oral Reading.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-SWRL-TN-2-82/33
Pub Date 15 Oct 82
Contract No-400-80-0108
Note-89p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Academic Aptitude; Cognitive Processes; *Decoding (Reading); Discourse Analysis; Elementary Education; Grade 3; Grade 5; Intonation; *Layout (Publications); *Oral Reading; Phrase Structure; *Reading Comprehension; *Reading Instruction; *Reading Research; Reading Skills; Suprasegmentals
Identifiers-*Text Structure

A study was designed to assess the effect of text format on the decoding and comprehension proficiency of third and fifth grade students. Subjects were 36 students at each grade level who completed a battery of comprehension and decoding measures and then read a set of four stories that had been especially constructed for the study. Each story represented one of four formats: (1) whole sentence, (2) single words, (3) phrasal units, and (4) fragmented groups. Each subject read the first story in the set aloud without answering comprehension questions, then read the remaining three stories silently, answering four questions after each. The findings showed that compared to the other text formats, the phrasal text led to slight improvements in reading comprehension. This format also improved oral reading performance, at least for moderately poor readers. (Materials used in the study are appended.) (FL)

ED222893 CS206932

Handwriting Ideas Manual.
Beloit Public Schools, Wisc.
Pub Date Aug 80
Note-159p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Cursive Writing; Elementary Education; *Handwriting Instruction; Handwriting Materials; *Handwriting Skills; *Learning Activities; *Left Handed Writer; *Manuscript Writing (Handlettering); Reading Readiness; Teaching Methods

The activities and teaching suggestions contained in this guide are intended for use by teachers who wish to assist students with handwriting difficulties. The first five sections of the guide provide ideas for the following areas: (1) reading readiness, (2) manuscript letters, (3) manuscript numbers, (4) cursive letters, and (5) cursive numbers. Each idea is accompanied by a list of objectives, materials needed, and procedures to follow, and each also contains a list of subjects with which the idea can be correlated. The remaining sections discuss remedial techniques for dealing with handwriting problems, reversals in handwriting, left handed writers, and handwriting position. (FL)

ED222894 CS207023

Fico, Frederick

Reporters and Legislators: An Interaction Theory Approach.

Pub Date Jul 82

Note-47p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Attitudes; *Information Seeking; *Information Sources; *Interaction; *Interaction Process Analysis; *Legislators; Media Research; *News Media; Newspapers; News Reporting; Political Influences

Identifiers-*News Reporters

A study tested five sets of hypotheses derived from an interaction model of the ways reporters and legislators exchange information. Three hypotheses attempted to distinguish among election-oriented, policy-oriented, and specialist legislators in the ways they seek information, and two hypotheses predicted the patterns of reporter-legislator interactions. A survey of Indiana state legislators and a content analysis of legislative reporting during one legislative session provided the data. Results indicated mixed support for the information-seeking hypotheses for legislators. In general, election-oriented legislators sought hometown media sources of information, while specialists sought capitol-based reporters. However, policy- and influence-oriented legislators seemed to use both capitol-based and hometown reporters. The expected avoidance of hometown media sources is also found for influence-oriented legislators. The usefulness ascribed to media sources followed the expected pattern, with election-oriented legislators ascribing usefulness to most media sources, followed by policy-oriented, specialist, and influence-oriented legislators. Story characteristics basically confirmed expectations that reporter interaction with sources was conditioned in part by editorial stress on copy production. (JL)

ED222895 CS207040

Smith, David M.

Effects of Pacing on Recall and Recognition of Information in Television News Programs.

Pub Date Jul 82

Note-18p.; Paper presented at the Annual Meeting of the Association of Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Processes; College Students; Higher Education; *News Media; *Pacing; *Production Techniques; *Programing (Broadcast); *Recall (Psychology); *Recognition (Psychology); Television Research

In television programing, pacing is generally defined as the relative speed with which a program appears to progress or the rate at which its material is presented. A study examined whether a fast-paced news show would produce a higher degree of accurate recall of content than would a slow paced program, and whether differences in pacing would affect the degree of accurate recognition of program content. Sixty-two college students were randomly assigned to two counter-balanced presentation sequences where they saw two specially constructed program segments, one fast paced, one slow paced. Pacing had been determined by a researcher-designed program pacing value scale. After viewing each segment, the subjects completed recall and recognition measures. In addition, after viewing both segments, the subjects completed an instrument that asked them to compare the effectiveness of each segment and to list differences, if any, they perceived in the pacing of the two. The findings suggest that pacing could be a major factor in recall of program content and that faster pacing resulted in greater recall of television news. (A copy of the Program Pacing Value Scale is appended.) (FL)

ED222896 CS207047

Dozier, David M.

Rival Theories of Newsreading in the Electronic Newspaper Arena.

Pub Date Jul 82

Note-31p.; Figure 2 and Table 1 will not reproduce because of small print. Paper given at Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Comparative Analysis; Computers; *Information Retrieval; Media Research; *Newspapers; News Reporting; *Recreational Reading; Research Methodology; Television; *Theories; *Videotex

Identifiers-*Media Use

Emerging videotex news services--systems for distributing textual information on television screens that permit direct competition with pulp newspapers--are presently rooted in a limited theory of newsreading. The first of two rival theories of newsreading applicable to electronic newspapers is "uses and gratifications" research--the belief that the audience is active and that an important part of mass media use is goal directed. Such research, however, ignores the possibility that newspapers are read for pleasure and for no ulterior purpose and suggests that the adaption of work-related, task-oriented storage and retrieval systems to videotex newspapers is theoretically appropriate. A second newsreading theory, the ludenic theory, asserts that the process of newsreading is intrinsically pleasurable, and that pleasure is at the root of both mature, highly ritualized newsreading as well as more casual, unstructured newsreading. On the surface, an electronic newspaper with countless information retrieval options would seem to embrace the concepts of selectivity and apperception inherent to pleasure reading, but the "true" ludenic electronic newspaper would consist of a number of information items strung together electronically in a manner that enhances the newsreading of an audience segment. The key to successful development of electronic newspapers is development of forms consistent with the type of play that characterizes such newsreading. True ludenic newsreading cannot be transformed into a task-oriented drudgery of data base manipulation and intricate information-recovery protocols. (HTH)

ED222897 CS207087

Micklos, David

Visual Complexity and the Function of Graphics in "Scientific American" and "Science 81."

Pub Date Jul 82

Note-15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Graphic Arts; Graphs; Journalism; *Layout (Publications); *Media Research; *Periodicals; Photographs; Reading Interests; Sciences; *Visual Stimuli

Identifiers-*Science 81; *Scientific American

Research in visual communication suggests that relatively complex graphics stimulate viewer interest, while relatively simple graphics facilitate learning. A study was conducted to determine whether the graphics in two science publications ("Scientific American" and "Sciences 81") would be tailored to the ways in which their audiences use information. Presumably, "Scientific American" is geared toward a more instrumental-use audience of working scientists and science educators, while "Science 81" is geared toward a more consummatory-use audience of science "hobbyists." All graphics accompanying an article or department in the five most recent issues of each journal were coded according to three variables. Two variables, visual type and use of color, were used as indicators of graphic complexity. Another variable, perceived function, was used as an indicator of instrumental versus consummatory use of information. Results indicated that the streamlined graphics used in "Scientific American" (primarily black and white or one-color diagrams and graphs) helped to offset the complexity of the written material. In this way, they helped the instrumental-use reader to understand basic relationships between concepts. The visually "exciting" graphics used in "Science 81" (primarily full-color photographs) helped to perceptually motivate the consummatory-use readers--to capture their attention and stimulate interest in the accompanying written material. (HOD)

ED222898 CS207104

Kwalick, Barry, Ed.; Slaughter, Virginia, Ed.

Writing Problems after a Decade of Open Admissions. Proceedings of the Annual CUNY Association of Writing Supervisors (CAWS) Conference (5th, New York, NY, April 3, 1981).

City Univ. of New York, N.Y. Office of Academic Affairs.
Pub Date Mar 82
Note-58p.; Published in a Special Issue of "Resource," a publication of the Instructional Resource Center Office of Academic Affairs.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-English Curriculum; Higher Education; Inservice Teacher Education; Language Acquisition; *Nontraditional Students; *Open Enrollment; Program Development; Program Evaluation; Remedial Instruction; Student Problems; *Writing Evaluation; *Writing Instruction; *Writing Skills
Identifiers-*City University of New York; *Writing Difficulties

Nine complete papers and 32 abstracts are contained in this special issue drawn from the proceedings of the fifth annual meeting of writing supervisors within the City University of New York (CUNY). The first complete paper surveys basic writing programs over the decade and points to difficulties overcome, accomplishments,and future needs. The second and third papers detail the development of theoretical knowledge concerning language development, while the fourth and fifth discuss new programs within CUNY colleges that are designed to train both college and high school faculty. The sixth paper details an early major experiment in interdisciplinary education, while the seventh presents a new approach to that topic. The eighth paper considers problems that the CUNY Writing Assessment Test may pose as teachers attempt to meet the broader needs of students, while the ninth contains comments by a former CUNY instructor comparing her new situation with her old one. The 32 abstracts are presented in alphabetical order according to the presenters' names and deal with a variety of topics, including ESL and freshman composition, motivating nontraditional students, writing from the self, student responsibility in writing, and writing topics. (FL)

ED222899 CS207208

Olien, Clarice N.; And Others

Metropolitan Dominance and Media Use. American Newspaper Publishers Association (ANPA) News Research Report No. 36.

American Newspaper Publishers Association, Washington, D.C.
Pub Date 24 Sep 82
Note-12p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Communication Research; *Job Satisfaction; *Journalism; *Media Research; *Newspapers; *News Reporting; Surveys
Identifiers-*Media Use; Minnesota (Twin Cities)

A telephone survey of 10 Minnesota communities was conducted to examine media use. The results indicated a pattern of metropolitan dominance throughout the suburbs and general dominance of metropolitan media for nonlocal news. Dominance of the two Minneapolis daily newspapers was reflected in their circulation, followed by the two St. Paul dailies. Of St. Paul respondents, 26 percent read the Minneapolis newspapers and only 1 percent of Minneapolis residents read St. Paul newspapers. The data supported the expectation that reading of a daily or weekly local newspaper was correlated with the community's self-sufficiency for employment and services as was media use for nonlocal news. The results showed that as the educational level of a community increased, the use of newspapers for nonlocal news also increases and the use of television goes down. Also supported by the data was the expectation that suburbs would choose metropolitan daily newspapers less for local news than would the central cities that produced them. (Attached is a summary of a research report on journalists' views of their jobs and their public. Information for obtaining a copy of the full report is also included.) (HTH)

ED222900 CS207220

Smith, Eugene

Evaluation of Writing with Semantic Differential Scales.

Pub Date Apr 82

Note-15p.; Paper presented at the Annual Meeting of the Northwest Regional Conference of the National Council of Teachers of English (Boise, ID, April 22-24, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Evaluation Criteria; *Evaluation Methods; Higher Education; Peer Evaluation; Revision (Written Composition); *Semantic Differential; *Writing Evaluation; Writing Instruction

The semantic differential scale developed by Charles Osgood, George Suci, and Percy Tannenbaum can be modified to create a method of evaluating student writing that is clear, efficient, flexible, and specific. Based upon the premise that most terms have several dimensions of meaning, the theory creates scales by drawing "lines" through the "semantic space" of a term. In a writing class, discussion, stimulated by teacher prompting and guidance, can be used to develop appropriate criteria and evaluation scales for judging assignments. For instance, "evident" and "obscure" might serve as the evaluation scales for two criteria of "purpose." After receiving copies of the evaluation scales they have evolved, students engage in peer review. The teacher then checks off his or her own evaluation according to the scales and comments on the major strengths and weaknesses of the paper and its writing technique. Students may always use the evaluation to guide revision of any paper. All in all, this system has five advantages over conventional forms of evaluation: (1) the grading process is no longer mysterious, (2) student responsibility is increased, (3) evaluation is integrated into the writing-rewriting process, (4) arbitrariness is decreased, and (5) flexibility is increased. (Includes a sample evaluation scale.) (JL)

ED222901 CS207225

Barnitz, John G.

Linguistic Studies on English Pronominalization: Syntactic, Discourse and Pragmatic Phenomena.

Pub Date [80]

Note-24p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Discourse Analysis; *Generative Grammar; *Linguistic Theory; Literature Reviews; *Pragmatics; *Pronouns; *Semantics; Syntax

To integrate many of the theoretical linguistic studies examining pronoun reference, this paper focuses on tracing the shift from purely transformational syntactic studies of intrasentential phenomena to the wider orientations of discourse and pragmatic studies. The first section describes the classic studies of pronominalization within the generative-transformational paradigm, explaining how Noam Chomsky's original model has been modified by other linguists. The second section is further divided into two parts: (1) discourse phenomena and (2) semantic/pragmatic phenomena. The first subsection reflects how the movement of linguistics toward more theoretical studies involving text structure has been manifested in studies on the discourse aspects of pronominalization. The second subsection covers work on pronominalization within the framework of semantics and pragmatics. The final section summarizes the literature review and comments on current theories of pronouns. (JL)

ED222902 CS207228

Phipps, Rita

Teaching English with Piaget and Bloom, from Developmental Writing to Literature.

Pub Date Oct 82

Note-13p.; Paper presented at the Annual Meeting of the Pacific Northwest Regional Conference on English in the Two-Year College (Salem, OR, October 14-16, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Developmental Stages; Educational Principles; Educational Theories; Elementary Secondary Education; *English Instruction; Higher Education; *Learning Processes; *Learning Theories; Literature Appreciation; *Teaching Methods; Writing Instruction

Identifiers-*Piagetian Theory

If J. Piaget's six-step paradigm for the process by which all human learning occurs is used to guide teaching methodology, teachers would be able to help students learn in the most natural, authentic, and effective way. Four principles can help translate Piaget's theory into practice: (1) all learning proceeds along a definite causal sequence; (2) human beings learn by doing; (3) only the six-step process leads to true learning; and (4) the causal sequence is divided into two major stages, assimilation and accommodation. To transform these principles into practice, the teacher should decide what to teach first and in what order to present the rest. Then the instructor should devise tasks that will give students the opportunity to practice activities and thinking operations appropriate to each of the six steps. (Included are graphs of Piaget's theory and sample tasks from an introduction to fiction course.) (JL)

ED222903 CS207230

A Report on the NTCC Status Study Workshop on English in the Two-Year College. Final Report of the National Two-Year College Committee (NTCC).

Conference on Coll. Composition and Communication, Urbana, Ill.
Pub Date 79
Note-23p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Trends; *English Curriculum; English Instruction; Higher Education; *Student Characteristics; Student College Relationship; Student Teacher Relationship; *Teacher Characteristics; *Two Year Colleges; *Two Year College Students

Part of a wider study of English teaching in the two-year college, this workshop report covers four main areas: students, curriculum, faculty, and methods of instruction. The first section profiles today's student, emphasizing how he or she has changed from past students, reports corresponding changes in two-year college education, discusses implications for the future, suggests several subjects for future research, and summarizes perspectives for the future. The second section describes the influences that have caused changes in the curriculum at two-year colleges, including economic restrictions, student diversity, and instructor pressures. This section also describes the positive and negative implications on the future of the English profession of these changes and lists the areas in which research data are needed to support curriculum changes. The third section examines teacher preparation, involvement in professional organizations, esteem, and role in governance and politics. It also lists areas of concern and suggests ways instructors may affect the future status of the discipline. The fourth section reviews changes in instructional methods over the past decade, details the results of these changes, discusses implications for the future, and stresses the need for research in several areas. The conclusion summarizes all the changes that have taken place. (JL)

ED222904 CS207231

Writing Objectives, 1983-84 Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-ISBN-0-89398-404-3; NAEP-R-15-W-10
Pub Date 82
Grant-NIE-G-80-0003
Note-29p.
Available from-National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO ($2.50).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Assessment; *Educational Objectives; Elementary Secondary Education; Teaching Methods; Writing (Composition); *Writing Instruction; *Writing Processes; *Writing Skills
Identifiers-Fourth Writing Assessment (1984); *National Assessment of Educational Progress

The 1982 writing objectives presented in this booklet were developed in preparation for the fourth assessment of writing conducted by the National Assessment of Educational Progress (NAEP). The objectives are based on the premise that individuals write for a purpose and an audience, and each objective serves as a section of the booklet. The first objective/section discusses the ways that students may undertake personal kinds of writing as a way of improving thinking skills and of learning both subject knowledge and knowledge about themselves. The second objective/section deals with the types of writing students are more likely to do in school or social settings and presents three primary purposes for public writing: informative, persuasive, and literary. The third objective/section reflects a change in focus in writing education from product to process, while the fourth discusses control of such skills as organizing, elaborating, and appropriately using the conventions of writing (usage and mechanics). The fifth objective/section underscores the importance of students' learning why writing is a valuable personal and social activity. The final section is an effort to enhance the utility of the writing objectives by sharing some ideas and suggestions for teaching that have proven useful to others. Appendixes include an outline of the objectives and a listing of the consultants who participated in the development and review process of the objectives. Primary type of information provided by report: Procedures (Objectives Development) (Overview). (HOD)

ED222905 CS207233

Murphy, Ann G.

Catalog of Supplemental Materials for Utilization with a Sample of Prevailing Texts: Writing Instruction/Middle Grades.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency National Inst. of Education (ED), Washington, DC.
Pub Date Aug 82

Contract No 400-80-0105
Note-43p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education; *Instructional Materials; Middle Schools; *Research and Development Centers; Supplementary Reading Materials; Textbook Content; *Textbook Selection; *Writing Instruction
Identifiers-United States (Northwest)

As a pilot effort to match research and development information and products with textual materials being used by schools in the northwest region of the United States, this catalog focuses on materials for writing instruction at grades six through nine. The first section lists products and materials in alphabetical arrangement by title. For each product, information is given on target audience, developing agency, and publisher. A brief description is included and the dissemination source for the product is specified. An asterisk by a title indicates that staff development, a primary factor in improving writing instruction, is a major component of that product. The second section describes the process for matching the research and development products described in the catalog with adopted textual materials and displays the results of application of the process to selected texts. Appendixes include a description of the textbook selection practices of the states of Alaska, Hawaii, Idaho, Montana, Oregon, and Washington and a list of information sources. (HOD)

ED222906 CS207234

Catalog of Instructional Materials in Literature, 1983-1985.
California State Dept. of Education, Sacramento.
Pub Date 82
Note-78p.
Available from-California State Department of Education, P. O. Box 271, Sacramento, CA 95802 ($1.85 plus 6% sales tax for California residents).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education; English Instruction; *Instructional Materials; *Literature; *Reading Material Selection; *State Standards; Textbook Content; *Textbooks; *Textbook Selection; Textbook Standards
Identifiers-California

To assist California school district personnel in their selection of state-adopted instructional materials, this catalog of literature materials consists of four parts. The first, an annotated index of instructional materials identified as basic materials, gives pertinent information about each literature program, including program title, year of copyright, identification of program components, designated grade levels, adoption termination date, readability levels, and a brief description of the program. The listing for each literature program also includes a page number reference to the second part of the catalog, where more detailed information about the materials is provided. This information includes a general description and sections on program organization, methodology, evaluation, teacher materials, and related materials. The price list/order form accompanies the description of each item. The third part of the catalog is an index of supplementary materials which includes program title, year of copyright, identification of program components, designated grade levels, adoption termination date, and a program description. Also included is a page number reference indicating the page on which the reader will find the price list and order form for the listed items. This price list constitutes the fourth section of the catalog. (HOD)

ED222907 CS207235

Beck, James

Upgrading the Research Paper toward "Real Writing" by Using Prewriting Ploys, Critical Probe-Questions, and Audience-Relating.

Pub Date [81]
Note-28p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Audiences; College Freshmen; Higher Education; *Instructional Improvement; *Prewriting; Questioning Techniques; *Student Research; *Writing Exercises; *Writing Instruction; *Writing Skills
Identifiers-Heuristic Methods; *Research Papers (Students)

Prewriting, critical probe questions, and post-writing-recasting for plural audiences-(audience-relating) are three tactics that can be used in research paper instruction to help college students gain skill in "real world" writing and in critical assessment of issues and evidence. The prewriting tactics of freewriting, listing specifics, and free-associative meditation are guided by stimulus questions. The second tactic, probe questions, can be tailored for specific groups. For freshmen, the following eight-point probe works well: (1) definition, (2) relevance, (3) factual orientation, (4) issues of interest, (5) interdisciplinary orientation, (6) moral dimension, (7) public policy and practice, and (8) critical reading and thinking. The third tactic, recasting the paper into different forms and for different audiences, emphasizes real world writing. Thus, these approaches have goals in terms of the research paper itself, the writing act, and education as such. (JL)

ED222908 CS207236

Lide, Barbara; Lide, Francis

Literature in the Composition Class: The Case Against.
Pub Date Nov 81
Note-23p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College English; Curriculum Development; *Curriculum Evaluation; Educational Theories; Higher Education; *Literature Appreciation; *Models; *Teaching Methods; *Writing Instruction
Identifiers-*Reader Response

The "expressivists" in composition philosophy have seized upon reader-response criticism for its potential in the literature-based composition class. The literature-based course in composition falls into three main models: (1) a literary approach in which the focus is on literature with compositions to be written on the side; (2) a themes approach in which works to be read are chosen not according to concepts of literary history or criticism but because they embody, thematically, problems and dilemmas that students are thought to be able to respond to and write about; and (3) the reader-response or subjective-criticism approach in which students are encouraged to write about their personal, subjective, emotional responses to works of literature and to include in these responses accounts of analogous personal experiences. However, while a significant fraction of the composition sequence should be on responses to texts, the works of imaginative literature are not the most suitable texts for teaching writing because students must read one form of discourse and write in another. Instead, the course should accurately represent modern prose. To the extent that literary readings are not prose and not modern, they do not fit the bill. Nevertheless, passages from literary discourse are sometimes used for formal exercises in imitation. Another objection is that the secondary goal of literary instruction often overwhelms the primary goal of writing instruction. Furthermore, writing about literary texts is referentially atypical. This makes the literature-based course poor preparation for academic and public discourse, and it makes for inefficient internalization of the language of readings. (HOD)

ED222909 CS207237

Woodward, Virginia A.
The Young Language User as Written Language Informant.
Pub Date May 82
Note-35p.; Compilation of three conference papers.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Development; *Child Language; Early Childhood Education; *Language Acquisition; Language Arts; Language Patterns; Language Research; *Language Skills; Language Usage; Oral Language; *Pragmatics; *Sequential Approach; Young Children
Identifiers-Negotiability; *Theory Practice Relationship

Evidence from the language use of young children is used to question accepted notions of language development and instruction in the three papers in this compilation. The first paper, "Young Children Challenge the Belief That Language Needs to be Taught Sequentially," challenges the notion of sequential development in which oral language and art precede the development of written language. Language arts curricula based on this theory are also called into question. The second paper, "Unperceived Sensitivities," redefines a language event as the transactions that occur within it and proposes a key strategy, "negotiability," that is learned early by children and used by them and by adults in their language transactions. Several examples of children using the strategy are included, and it is stressed that to understand negotiability one has to understand that language is a social event rather than an act. The third paper, "The Effects of Pragmatics on Written Language Development," uses examples from young children to address three related questions: (1) How does pragmatics affect written language usage in different contextual settings? (2) How does instruction influence the child's view of the situation? and (3) What are some instructional strategies for promoting rule governed behaviors in a variety of written language settings? (JL)

ED222910 CS207238

Barchie, Lisa
Business and the Media.
Freedom of Information Center, Columbia, Mo.
Report No-FOI-463
Pub Date Sep 82
Note-7p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Business; *Conflict; Journalism; *News Media; *News Reporting; Relationship
Identifiers-*Business Media Relationship; *Business News; Media Bias

By virtue of the different natures of the two institutions, the relationship between business and the media is simultaneously adversarial and symbiotic: the media see themselves as society's watchdog while business sees itself as society's driving economic force. Meanwhile, business relies on the media for information, and the media rely on business for advertising revenue. While business news coverage has existed for 400 years, its recent growth has led to a strain in the relationship of the two institutions. Although studies have yielded a variety of complaints about the media from business, four general criticisms are stated most frequently: (1) simplistic reporting of complex issues and problems; (2) careless, negligent, and inaccurate reporting; (3) exaggeration and sensational reporting; and (4) overemphasizing negative news, an indication of an antibusiness bias. Although not all criticism of the media by business is justified, poor coverage may be partly explained by inadequate media staff and training, reporter carelessness or negligence, and a preference for sensationalism. In spite of the adversarial relationship between media and business, possible solutions to some of the problems between them include increased objectivity, better communication, and greater mutual respect. (JL)

ED222911 CS207239

Giacomelli, Eloah F.

Writing as an Effective Learning Tool.

Pub Date Oct 82

Note-15p.; Paper presented at the Annual Meeting of the Pacific Northwest Regional Conference on English in the Two-Year College (Salem, OR, October 14-16, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Basic Education; Adults; Applied Linguistics; *English (Second Language); Higher Education; Immigrants; Language Skills; *Nontraditional Students; *Teaching Methods; *Writing Exercises; *Writing Instruction; Writing Readiness

A program of carefully controlled and guided writing can be an effective tool to help English as a second language (ESL) students overcome the difficulties they still have with basic English structure, as well as to expand their linguistic boundaries. Tailored to the needs and problems of adult immigrants reading at a level between grades 4 and 6, the program content focuses on features occurring in everyday language. Two basic types of composition are practiced throughout the 16-week course: rewriting a model passage and writing a precis. The term "controlled" is used to describe the kind of composition produced by following very specific instructions. Students rewrite model passages of from 200 to 300 words, making certain modifications specified in the instructions, and they produce precis from short passages by answering a series of specific comprehension questions designed to elicit simple, compound, and complex sentences. Exercises at the sentence level, such as expanding and combining sentences, ease ESL learners into the writing of continuous prose. Finally, guided composition leads ESL learners to the paragraph level so that they will be able to write a unified piece of continuous prose that conveys information in acceptable English. Its four steps involve sentence level writing, oral preparation, actual writing of the assignment, and correction of errors and rewriting. (JL)

ED222912 CS207240

Cooper, Pamela; Stewart, Lea

Language Skills in the Classroom. What Research Says to the Teacher.

National Education Association, Washington, D.C.

Report No-ISBN-0-8106-1056-6

Pub Date 82

Note-33p.

Available from-National Education Association, Order Department, The Academic Building, Saw Mill Rd., West Haven, CT 06516 (Stock No. 1056-6-00, $2.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Classroom Communication; Classroom Techniques; Educational History; Elementary Secondary Education; Feedback; Grammar; *Interaction; *Language Acquisition; Language Research; *Language Skills; *Language Usage; *Learning Activities; Nonstandard Dialects; Student Teacher Relationship

To provide classroom teachers with an understanding of some of the properties of language and of their effects on classroom interaction, this booklet reviews research in the area and offers teaching suggestions based upon that research. The first section of the booklet presents an overview of the American idea of language "correctness" and its origins and discusses the problems of trying to define "good usage." The second section examines how teachers influence children's learning of language through their own usage, their leadership patterns, their feedback, and their expectations. The third section deals with language acquisition, examining in turn the phonology, syntax, semantics, and social usage of language. The fourth section examines some of the teacher attitudes that foster students' linguistic development and outlines several activities that can be used to enhance language acquisition. The final section discusses ways that teachers can help older students develop skilled use of language and reviews the debate over nonstandard speech. (FL)

ED222913 CS207243

Nichols, John Spicer

Cuban Mass Media: Organization, Control and Functions. Journalism Monographs Number Seventy-Eight.

Association for Education in Journalism and Mass Communication.

Pub Date Nov 82

Note-41p.

Available from-AEJMC Publications Manager, School of Journalism, University of South Carolina, Columbia, SC 29208 ($5.00).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Censorship; Communism; Foreign Countries; Leadership Styles; *Mass Media; *Organizational Communication; Revolution; *Social Systems; Telecommunications

Identifiers-*Cuba; *Media Role

The mass media as interdependent parts of a larger social system both control and are controlled by other subsystems. The various combinations of control, in turn, determine the functions the media system will serve. In the 1960's, the Cuban mass media underwent frequent change that reflected the volatility of the revolutionary process. Today, although all mass communication operates under Marxist-Leninist principles, Cuban media are organized in varying fashions. In broadcasting, the organization is highly centralized, while in the other media, it is relatively decentralized. Under this diverse organizational structure, the controls exercised by the revolutionary elite, such as formal censorship and the more frequent cooptation, are the most powerful and obvious in the process, but there are increasing indications that other subsystems, most notably the mass audience, are also exercising control over media content. After the economic disaster of 1970, Cuban President Castro reorganized his government to include a larger and more diverse power structure and more mass participation in public decision making. Reflecting these changes in society, the mass media are now serving an expanded role of feedback control as well as the traditional distribution control. Public criticism of the tactical operations of the government is transmitted vertically, and advocacy of the needs of major sectors of the power structure is carried horizontally by the mass media to the political elite. That allows broadly based sectors of Cuban society to discuss certain issues among themselves and with the leadership without disrupting the progress of the revolution. (HOD)

ED222914 CS207244

Winter, James P.; And Others

The Public and Local News [and] Why Some Editorial Endorsements are More Persuasive Than Others. American Newspaper Publishers Association (ANPA) News Research Report No. 37.

American Newspaper Publishers Association, Washington, D.C.
Pub Date 27 Oct 82
Note-10p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Editorials; Elections; Journalism; *Local Issues; *Mass Media Effects; Media Research; *Newspapers; *News Reporting; Political Issues; *Press Opinion; Reading Interests

Two unrelated studies investigated issues in newspaper journalism. The first, a replication of an earlier study, examined whether the priority given by newspapers to reporting local news was warranted. Respondents in three areas of the country were asked to rate their interest in various types of news on a five-point scale. Results indicated that interest in local news was highest in two of the three sites, that respondents defined the geographical area of local news quite broadly, and that news topic was more important than geographical proximity in determining interest. The second study used a model of persuasion theory to examine the effect of editorial endorsements in the 1976 presidential election and 13 local contests. Major findings show that (1) if readers have already decided, endorsements tend to reinforce their views and may even reinforce views opposite those of the endorsement; (2) more educated readers are more likely to be aware of and influenced by an endorsement; and (3) the persuasiveness of editorials is also affected by the circulation and reputation of the newspaper, the clarity of the endorsement, and the support of opposition in the environment. In light of these findings, editors should consider a variety of factors, including the demographic identity of their readers, their own reputations, possible negative effects of endorsements, and the need for maintaining an editorial reputation for clarity and agreeableness. (JL)

ED222915 CS207245

Mohn, Elsa

Morning and Evening Daily Newspaper Readers. An NRC Mining Company Report. American Newspaper Publishers Association (ANPA) News Research Report No. 38.

American Newspaper Publishers Association, Washington, D.C.
Pub Date 19 Nov 82
Note-14p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults; Comparative Analysis; *Demography; *Journalism; Literature Reviews; *Newspapers; *Public Opinion; *Reading Habits
Identifiers-Evening Newspapers; Morning Newspapers

Data collected from 36 different markets and 82 research reports were used to compare the readers of morning and evening newspapers. Patterns across markets revealed morning newspaper readers are more likely than evening newspaper readers to have white-collar occupations, to be better educated, and to have no children under 18 years of age present in the home; (2) evening newspaper readers are more likely than morning newspaper readers to have lower incomes, to be married, and to be female; (3) morning newspaper readers are more likely than evening newspaper readers to be retired; (4) readers of the dominant newspaper are more likely to be subscribers than are readers of the nondominant newspaper; (5) readers of the dominant newspaper are more likely than readers of the nondominant newspaper to read the Sunday newspaper; (6) length of residence in the community does not consistently distinguish morning from evening readers; (7) evening readers appear to have greater interest in "soft news" items than morning readers; (8) readers of the dominant newspaper have a greater interest in sports news than readers of the nondominant newspaper in the market; and (9) evening newspaper readers evaluate their newspaper lower on more attitude/image/evaluation ratings than do morning newspaper readers. (HOD)

ED222916 CS207246

Smith, Ron

Teaching Mythology at College Level.

Pub Date Oct 82

Note-15p.; Paper presented at the Annual Meeting of the Rocky Mountain Modern Language Association (Salt Lake City, UT, October 21-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Course Content; Course Objectives; *Course Organization; Cultural Awareness; *Cultural Background; English Curriculum; Higher Education; *Mythology; *Teaching Methods; *Thematic Approach

There are three general approaches to organizing a basic mythology course: geographical, conceptual/thematic, or a combination of the two. The geographical approach offers a wealth of material organized by focusing on one or several of the world's mythologies and offers the opportunity to find out more about the influences on the development of Western thought. The conceptual or thematic approach stresses theory, introducing myth as a serious area of study. A paucity of texts and the need for more background knowledge, however, have made this approach much less popular than the geographical one. In a combination of the two approaches, conceptual and thematic concerns govern the day-to-day progress of teaching mythology, with students choosing a geographical area of specialization. Whatever approach is used, the objectives of the course must be carefully chosen. Before mastery of given particular mythologies, the students should understand (1) what is and what is not myth, (2) the many purposes and functions of myth, (3) the theories of how myths originate and are shaped, (4) why and in what ways people believe the myths of their culture or group, (5) how myths have been analyzed or interpreted over the centuries, and (6) the connections between oral or written narratives and the visual expression of a culture or group. (JL)

ED222917 CS207247

Greenbaum, Sidney
What Is Grammar and Why Teach It?
Pub Date Nov 82
Note-16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (72nd, Washington, DC, November 19-24, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College English; Definitions; *English; *English Curriculum; *English Instruction; *Grammar; Higher Education; *Instructional Improvement; Linguistics; Teacher Education

The word "grammar" can be used in many ways: a general theory of language description; a theory for describing one language; a description of a particular language, either in the form of a book (an "English grammar") or the contents of that book; an ideal as opposed to actual description of a language; the properties and processes of a language that exist whether they are described or not; particular aspects of language such as syntax, morphology, or style; and prescriptive rules concerned with a standard of usage. Educators should teach language, and the English language in particular, because it is part of general knowledge; linguistics is a basic discipline with practical applications. Because attitudes and opinions on the English language affect images of self and others, greater understanding of it will eliminate or moderate prejudices, clarify issues under debate, help students refine their ability to adjust their language to the situational context, and give them the knowledge they need to analyze their own and others' writing. In spite of some contradictory evidence, experience leaves no doubt that instruction in grammatical structures, word order, and cohesion devices can improve student writing. Reading and foreign language learning can also benefit from such instruction. Therefore, to improve English instruction, college English teachers need intensive training or retraining in grammar. (JL)

ED222918 CS207252

Moran, Charles
Reading Student Writing.
Pub Date Nov 82
Note-19p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (72nd, Washington, DC, November 19-24, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education; *Evaluation Criteria; Higher Education; Holistic Evaluation; *Instructional Improvement; Student Teacher Relationship; Teacher Attitudes; Teacher Influence; *Teacher Response; *Teacher Role; *Writing Evaluation
Identifiers-*Reader Response; *Theory Practice Relationship

The shift in paradigm from product to process should force a new look at the ways in which the teacher reads student writing. From the perspective of reader-response criticism, it should be no surprise that teachers would differ in their response to, and therefore assessment of, student writing. Examining two graded student essays, one from a sixth grade student and one from a college student, reveals that teachers do not read; they edit from the perspective that the text is autonomous and free standing, the real world manifestation of an independent ideal form. The contextless, unnatural writing that is promoted in the academic world may be the source of bad writing outside of it. Reader-response criticism may help solve this problem. Writing, like living, is both free and constrained. At present, teachers tend to cancel or ignore their "real" response to a piece of writing and replace it with a "professional" response. The connections between critical practice and the ways teachers read should be examined. Then, perhaps, teachers can be freed from the requirement of "normalized" responses. Student writers write for someone--the teacher--so teachers should allow themselves to become readers, valuing subjectivity and trusting and expressing their first and best response to the student's text. (JL)

ED222919 CS207253

Duke, Charles R.

Involving Students with the Short Story.

Pub Date Oct 82
Note-17p.; Paper presented at the Annual Meeting of the Southwest Regional English Teachers' Conference (2nd, Phoenix, AZ, October 21-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Characterization; Literary Devices; *Literature; Literature Appreciation; Secondary Education; *Short Stories; *Student Participation; *Teaching Methods

Although the short story is brief and seemingly simple to comprehend, experienced teachers know from painful experience that students often read without "seeing" and that the only way to get them to "see" is to isolate some of the elements of the short story and present them in a different way to focus attention on them. For example, to demonstrate the importance of sequence in plot, students can be asked to list some personal events on six file cards. The cards are then exchanged and students are asked to arrange the events in what seems to be a logical order. To assist students in making a distinction between plot and theme, students can be asked to develop a collection of pictures that seem to suggest stories. Divided into groups, students can select pictures that illustrate different stories with similar themes. Once students seem to have grasped plot structure, the teacher can assess their ability to recognize effective plots by asking them to supply the ending for selected situations. Constant practice in examining settings and inferring clues from the story will also help students perceive the significance of these elements and train them to keep track of details as a story proceeds. Characterization can be studied by demonstrating the limitations of stereotyping and making students aware of the need for collecting as much evidence as possible before forming any judgments or generalizations. A final assessment of student growth can be accomplished through creative problem-solving "tests" using such approaches as improvisation, visual aids, and writing. (HOD)

ED222920 CS207254

Cleary, Polly Chase

A Teaching Model: Bringing Local Writers into the Classroom.

Spons Agency-Dartmouth Coll., Hanover, N.H.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date Oct 82

Note-18p.; Paper presented at the Annual Meeting of the New England Association of Teachers of English (Bedford, NH, October 8-10, 1982). Prepared at the New England Studies Institute.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Authors; *Curriculum Enrichment; *Enrichment Activities; *Motivation Techniques; *School Community Relationship; Secondary Education; Student Motivation; *Writing Instruction

Composition teachers can build a resource unit featuring writers from the surrounding community at little or no expense. Teachers may be acquainted with colleagues who have published, and newspapers, libraries, and even the telephone book may provide resources from which a writers directory can be compiled. Once a writer has been contacted, the instructor should discuss the scheduling details, stipend if any, and the possibility of videotaping the author. Prior to the classroom appearance, the author may want to submit a brief autobiographical sketch. Samples of the writer's work may be read during the appearance, and the author can describe his or her writing habits, attitudes, and changes in writing style over the years. Having the class write advance questions to ask can stimulate thought, as well as ensure attention during the appearance. Question-answer time should also be allowed at the end of the session. Because such a unit may be used by teachers in other content areas, the authors directory should contain appropriate information, and the directory should be made available at a central location. The videotapes will also make the author's appearance available to other teachers. The author's visit should be publicized through media releases, displays, and word of mouth; each successful appearance will set the stage for future appearances. (HTH)

ED222921 CS207255

Raban, Bridie

Influences on Children's Writing, 5-9 Years.

Pub Date Jul 82

Note-22p.; Paper presented at the Annual Meeting of the United Kingdom Reading Association (19th, Newcastle upon Tyne, England, July 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Developmental Stages; Elementary Education; *Family Environment; *Family Influence; Literacy; Longitudinal Studies; Parent Attitudes; Parent Child Relationship; Parent Participation; *Parent Role; Teacher Characteristics; *Writing Research; *Writing Skills

A longitudinal study investigated some of the home and school influences on the writing development of 20 children. Data collected in all three phases of the research included measures of preschool oral language development, transcripts and interviews concerning parental and child interest in literacy, classroom observations of primary schooling, tests results, and writing evaluations. Subjects' writing at age 5 was scored according to language level, message quality, and directional principles; at age 7, in accordance with the journalistic features of

who, what, when, where, how, and why; and at age 9, holistically. These qualitative measures were submitted to a correlation analysis along with the other measures. None of the measures for oral language correlated significantly with the writing quality measures. The study of writing progress indicated that those parents who were providing experiences relevant to literacy development during the preschool years had a lasting effect. The observed teacher characteristics positively related to progress during the three stages of writing development were those related to the conventions of written representation of language and those related to the content of children's compositions. In an index of scores for good and poor homes and good and poor schools, it appeared that the differences between the contributions of the homes were far greater than those between schools, emphasizing the influence of home literacy experiences. (HTH)

ED222922 CS207256

Wasylean, Phillip

The Teaching of Writing as a Process.

Pub Date Oct 82

Note-28p.; Paper presented at the Annual Meeting of the New England Association of Teachers of English (Bedford, NH, October 8-10, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Secondary Education; Motivation Techniques; Notetaking; *Prewriting; *Teaching Methods; *Writing Instruction; *Writing Processes; *Writing Readiness; Writing Skills

The teaching of writing as a process can be accomplished through an eight-step "prewriting process" approach. The eight steps include planning, organizing, establishing assumptions and premises, obtaining data, evaluating data, electing a course of action, control, and implementation. In the planning stage, students are asked to complete an experience portfolio survey. This sets the tone of the class and also begins to move the class away from the unknown to the known and to encourage them to believe that they have something to say. In the next step, organizing, students are asked to narrow their topics to three possible areas. After this has been completed, students must make a decision and write questions related to their selected topic. The third state, establishing assumptions, asks students to write at least two or three statements about one of their questions. Students are to assume that an answer or answers to their questions can be attained. During the fourth stage, obtaining data, students are ready to obtain a bibliographic listing of magazine and newspaper articles and other reference resources that may help them to answer their questions. A decision as to what information may be used to answer their questions is made in the fifth step, evaluating data. Once the students have the materials read and selected, they are ready to answer their questions--electing a course of action or the sixth stage. In the seventh stage, control, teachers instruct students on the method of approach by discussing such words as fact-gathering, opinions, quotes, statistics, examples, and the like. In the final or eighth phase, students formulate their first copy--implementation. (HOD)

ED222923 CS207257

Curtis, William; Moir, Hughes

Understanding the Storyteller's Art.

Pub Date Jul 82

Note-18p.; Paper presented at the Annual Meeting of the World Congress on Reading (9th, Dublin, Ireland, July 26-30, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Childrens Literature; Dialects; Elementary Education; Folk Culture; Literary Devices; *Literature Appreciation; *Story Reading; *Story Telling; Student Reaction; *Teaching Methods; *Thematic Approach

Identifiers-*Reader Response

A sensitivity to both a story's content and art form can bring children to the understandings and feelings that are basic to the humane encounter that is education. Two approaches seem to dominate the use of stories in schools today. The first is the placement of literary selections in basal readers. However, the ways in which teachers are encouraged to use the stories and poems to teach phonics, sight words, and word attack and comprehension skills not only violate what is known about the reading process, but also ignore the intent of the literary work. The second approach to using literature involves its prominent but misplaced function as a classroom management technique. Too often this technique is used to quiet an exuberant class after recess or before the "real business" of school begins. A more powerful and beneficial alternative begins with respect for the veracity of children's highly individual responses to a strong story such as "The Fiddler of High Lonesome"--a literary tale rich in the form and feeling of a traditional story from the Appalachian Mountains. A few of the possible ways of organizing potential responses to this and other stories include regional study, social history, cultural or moral issues, and discussions of individuals in groups. Or, the actual evolution of a period of instruction might result in a set of relationships, anticipated or unexpected, that connects the topics of areas of studies. Both approaches share two fundamental premises: that the child's response is the beginning point for any instruction that may follow and that forcing a response to fit a predetermined focus excludes the learner and the story from the learning process. (HOD)

ED222924   CS207258

Cronnell, Bruce

Instructional Architecture for Teaching Past and Past Participle Verb Forms.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No-SWRL-TN-2-82/35

Pub Date 31 Oct 82

Contract No-400-80-0108

Note-47p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bilingual Students; Elementary Education; English (Second Language); *English Curriculum; *Language Arts; Learning Activities; Learning Theories; *Nonstandard Dialects; Sequential Approach; *Skill Development; *Verbs; *Writing Instruction

Identifiers-*Tense (Verbs)

Noting that using correct verb forms is a problem for many elementary school students, and especially for those who are speakers of nonstandard English, this paper presents an instructional program for teaching past and past participle verb forms in writing to students in grade 3 through 6. The paper outlines the content of the instructional program and suggests materials for use within it. The bulk of the paper consists of appendixes that contain (1) a list of regular verbs appropriate for use with elementary school students, (2) a similar list of irregular verbs, (3) a chart classifying the irregular verbs according to the structure of their past and past participle forms, (4) a scope and sequence chart for verb instruction, and (5) sample workbook lessons. (FL)

ED222925 CS207259

Humes, Ann

The Composing Process: A Summary of the Research.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date [81]

Contract No-400-80-0108

Note-22p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education; Higher Education; Literature Reviews; Prewriting; *Revision (Written Composition); Teacher Effectiveness; *Writing Instruction; *Writing Processes; *Writing Research

Research on the composing process conducted from 1946 until the present is summarized in this paper. Concentrating on research dealing with the process of writing, the paper does not include studies of written products, language development, or the effects of instruction. The research is arranged in chronological order from the earliest to the most current, concluding with three recent studies focusing only on one element of the process--revision. The paper concludes with an overview of the findings of the research efforts. (FL)

ED222926 CS207260

Kessel, Barbara Bailey

Meet Me at Reader/Writer Junction.

Pub Date Nov 82

Note-20p.; Paper presented at the Annual Meeting of the Illinois Association of Teachers of English (75th, Champaign, IL, November 12-13, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Techniques; *Coherence; Directed Reading Activity; Elementary Secondary Education; Learning Activities; *Prediction; Prewriting; *Reading Comprehension; Reading Processes; *Revision (Written Composition); Teaching Methods; *Writing Instruction

Identifiers-*Reading Writing Relationship

The process of interrupting the reading of a text in order to predict what is to come is a well-established reading instructional technique known as Directed Reading/Thinking Activities (DRTA). Predictive intervention, a classroom structure based on this technique, is more frequently productive of creative revision than either teacher advice or the type of student group that tries to evaluate written products. Coherent and incoherent texts and good and poor readers must be considered when using predictive intervention in the classroom. Using predictive intervention with highly coherent textual material helps teach a model of the reading process as an interaction of mind and text, the importance of structural signals and organization patterns, and what expectations particular genres fulfill. At the reader/writer junction, students exist fully as writers, reading their work paragraph by paragraph and witnessing the responses of the readers--seeing both sides of the reader/writer interaction. This exercise forces students to face the fundamental nature of the writing enterprise, incorporates revision as a necessary part of the writing process, and teaches students to seek feedback even outside the classroom environment. The reader/writer junction can even be used at the prewriting stage. In fact, the only stage of the writing process in which it appears useless is in editing: poor grammar and spelling are unnoticed by fellow perpetrators of such errors. (JL)

Schneider, Michael J.

An Appraisal of Language and Communication Skills in Contemporary Education: Exploring Mutual Concerns of Bilingual Education, TESOL, and Intercultural Communication.

Pub Date Apr 82

Note-11p.; Paper presented at the Annual Meeting of the Central States Speech Association (Milwaukee, WI, April 15-17, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Education; Bilingualism; Communication Problems; *Communication Research; Communication Skills; English (Second Language); Higher Education; *Intercultural Communication; *Multicultural Education; *Research Needs

The current growth of interest in intercultural communication skills may be poorly directed. Unlike TESOL programs, bilingual and intercultural communication programs are designed to promote knowledge and experience in more than one language culture. Bilingual education's transformation into a program directed not at promoting true bilingualism, but at a "problem" group of nonnative speakers should serve as a warning to intercultural communication programs. The targets of such education should not be seen as problem people; indeed, Americans may be more in need of intercultural communications skills than members of other groups. Some research in bilingualism indicates that our initial predispositions toward positive effects of intercultural communication training must be tempered by a willingness to grapple with potentially negative effects as well. More good research in linguistics and in the acculturation process is also needed to create a firmer basis for choosing among various potential pedagogies. Armed with accurate knowledge and training, people in the field of intercultural communication will be uniquely positioned to contribute to bilingual and TESOL programs as well. (JL)

ED222928 CS503958

Kurtz, Suzanne M.

A Format for Teaching Information Giving Skills to Health Care Professionals.

Pub Date May 82
Note-22p.; Paper presented at the Annual Meeting of the International Communication Association (32nd, Boston, MA, May 2-5, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Allied Health Occupations Education; *Communication Skills; *Counseling Techniques; Course Content; Course Descriptions; *Education Work Relationship; Higher Education; Learning Activities; *Physician Patient Relationship; *Skill Development

Recent communication training for health care clinicians has given little if any emphasis to systematic skills training in "giving" information to patients and others. The purpose of the communication unit presented to second-year medical students at the University of Calgary, Canada, is to enhance the clinician's ability to communicate effectively. The unit consists of four phases: (1) introduction, overview, medical interviews, and evaluation; (2) psychosocial issues and difficult situations; (3) giving information to patients, definitive counseling, and supportive counseling in specific "difficult situations"; and (4) giving specific information to patients, and integrating communication skills. The course establishes the value of viewing the giving of counsel to patients as a four-sided process that includes directive, advocacy, informative, and supportive counseling. A final three-part exercise gives students opportunity to observe and/or practice information-giving skills and to integrate the various communication tasks together into a whole: part 1 is an evaluation interview including a physical exam, part 2 is a small group problem-solving session, and part 3 is a planned individual counseling session observed by the rest of the class. During their third year, the students have considerable additional opportunities to observe and participate in patient evaluations, preliminary counseling, and definitive counseling. (HTH)

ED222929 CS503972

Hunsinger, Paul

Methodologies of Teaching Communication Ethics.

Pub Date Nov 82

Note-35p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Class Activities; *Communication Skills; Course Descriptions; *Drama; Dramatic Play; *Ethics; Higher Education; *Role Playing; *Teaching Methods

Often the way one communicates ethical choices is conditioned by the dynamics of the communication process more than by a well-developed "ethical system." Sociodrama is an excellent method of teaching both ethics and communication skills. The technique can be used for playing out any real-life situation, but unlike much actual life experience, it allows one to learn from mistakes and eliminates the anxiety that often causes repeated mistakes in real life. Students can develop case studies of scenarios and then turn them into scripted sociodramas to be performed in class. A sociodrama script should have background and context, narrative and plot, a point of entry where the free action begins, and a situation that forces an ethical decision. The scenarios should not include speculations about motives or any suggestions that might explain the behavior of the people in terms of choices that were predetermined. The student/director of a scenario provides (1) initiative, (2) encouragement, (3) guidance, (4) instructions for role reversal, (5) time intervention, (6) instructions for use of alter-egos or consciences for characters, (7) addition or removal of characters, (8) termination, and (9) follow-up discussion. An unstructured or impromptu scenario may require a more structured script as a warm-up exercise. (Various scenario scripts are included.) (HTH)

ED222930 CS503977

The Theatre Production Course: Questions and Considerations.

Texas Education Agency, Austin. Div. of Curriculum Development.

Pub Date Oct 82

Note-16p.; For related document see ED 197 407.

Available from-Publications Distribution Office, Texas Education Agency, 201 East 11th St., Austin, TX 78701 ($1.00 per copy until supply runs out).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Audiences; *Course Content; Credit Courses; *Production Techniques; Secondary Education; *Theater Arts

Prepared as an aid to implementing a theatre production course for grades 9 through 12, this guide is designed to enable students who are participating in play production activities to receive recognition and academic credit for their many hours of creative and educational endeavor. The first portion of the guide answers questions frequently asked regarding the nature of the production course, such as how it fits into the theatre scope and sequence and into the rest of the school curriculum, what is the minimum number of hours students must accumulate for credit, and how many credits students can receive for the course. The second portion of the guide offers considerations for implementing such a course, including scheduling, enrollment, assignments, and facilities and supplies. Intended for students more accustomed to television than to live theatre, the third and final section examines questions of theatre etiquette. (HTH)

ED222931 CS503982

Gordon, Ron; Dulaney, Earl

Peak Communication Experiences: Concept, Structure, and Sex Differences.

Pub Date [82]

Note-37p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Communication Research; *Communication Skills; Females; Higher Education; *Interpersonal Communication; Interpersonal Competence; Males; *Models; Self Evaluation (Individuals); *Sex Differences; Sex Role

Identifiers-*Maslow (Abraham); *Peak Communication Experiences

A study was conducted to test a "peak communication experience" (PCE) scale developed from Abraham Maslow's theory of PCE's, a model of one's highest interpersonal communication moments in terms of perceived mutual understanding, happiness, and personal fulfillment. Nineteen items, extrapolated from Maslow's model but rendered more generally communicative than the original wording, constituted the PCE scale used in the study. Subjects, 37 females and 37 males enrolled in a required speech communication course responded to each of the 19 items using a five-point scale from "very true" to "very untrue." Statistical analysis of the results identified six peak communication components: (1) loving acceptance, (2) openminded insight, (3) spontaneity, (4) pleasant fear, (5) absorption, and (6) self-detachment. Males and females did differ in their PCE reporting, with females rating significantly higher on both loving acceptance and spontaneity and rating the PCE as involving more pleasant fear than males did. These differences seem to be sex-role appropriate. Many PCE questions still await the researcher interested in developing a high-ceiling interpersonal communication theory, but clearly the exploration of PCE's will yield new insights in human communication practices and possibilities. (The questionnaire and tables of results are appended.) (JL)

ED222932 CS503983

Metallinos, Nikos

Theory and Research on the Perception of Television Pictures.

Pub Date Sep 82

Note-22p.; Paper presented at the mini-seminar Media Effects Revisited: Feeling and Knowing from the Box (Montreal, Canada, September 20-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Auditory Perception; *Cerebral Dominance; Research Needs; *Television Research; *Television Viewing; *Theories; *Visual Perception

Identifiers-*Pictures

The viewer's perception of television pictures is different from the perception of pictures generated by other visual media. The research findings on the subject reveal that there are four major areas under which the study of television picture perception can be grouped. The "light through" as opposed to the "light on" theory suggests that structuring the television pictures as information itself, as light that reveals internal reality, will improve their aesthetic quality. The metamorphic versus the static theory suggests that structuring television pictures on the basis of continuous flow, continuous change, and transformation of time past, present, and future in the "now" will enhance the various applications of such pictures. The right versus left brain specialization theory suggests that structuring television pictures in accordance with the corresponding specialized functions of the left and the right hemispheres of the brain will have better effects on television viewers. The acoustic versus the visual spaces theory

suggests that structuring television pictures in accordance with those visual and auditory stimuli that are better defined by either the left or the right hemisphere of the brain will arouse viewers' awareness of the total television message. (HOD)

ED222933 CS503984

Bluman, Dale L.; Ward, Steven A.

The Development of a Student-Generated, Self-Anchoring Instrument for Assessing the Adaptation of Teacher Behaviors.

Pub Date Apr 78

Note-24p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, IL, April 25-29,1978).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication Research; Higher Education; *Measures (Individuals); *Questionnaires; *Student Evaluation of Teacher Performance; Student Teacher Relationship; *Teacher Behavior; *Test Construction; Test Reliability

A student-generated, self-anchoring instrument should provide a teacher with more and different information than do conventional techniques. Such an instrument was developed by students in four sections of a basic course in speech communication. Students were asked to generate statements that described teacher behaviors adapted to their needs and expectations. A final list of 18 intuitively independent student-generated statements was developed, with each student statement being used to construct three items of the instrument. The first item asked the student to assess the importance of the teacher behavior to him or her. The second item asked the student to estimate how much of the time the student would prefer the teacher to act in the manner described. The third item asked the student to describe how much of the time the teacher did act in the manner described. A test of the instrument in 14 intact classroom units in a large university showed (1) the importance assigned individual teacher behaviors revealed no consistent overall pattern; (2) students across classes preferred teachers to enact three standard behaviors virtually all the time, yet students in different class situations attached differing amounts of importance to those standards; (3) correlations between the importance and the preferred frequency of teacher behaviors varied according to which behavior was rated; and (4) students observing the same teacher in a particular class tended to respond to questionnaire items regarding their observations in similar ways, suggesting evidence of the overall reliability of the questionnaire. (HOD)

ED222934 CS503987

Schmidt, Wallace V.

Approaching Competency-Based Speech Education: Standards for Appraising and Building Programs.

Pub Date 82

Note-20p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Accountability; Communication Research; *Competency Based Education; Elementary Secondary Education; *Evaluation Methods; *Minimum Competencies; *Speech Communication; *Speech Instruction

Competency-based education can be a viable tool for demonstrating accountability in speech communication instruction. The objectives of speech communication instruction tend to be based more upon the content than upon the everyday communication needs of the students. Rather than continue the approach of basing instruction on assumptions of what constitutes adequate communication, the speech profession needs to make a concerted effort to first determine the personal and professional behaviors that a competent communicator must exhibit. The kind of systematic analysis most appropriate for this task should include at least three strategies: (1) surveys of the literature, (2) surveys of speech communication educators and professionals, and (3) field research of the communication behavior of adults in naturalistic settings. A comprehensive program of the kind discussed, utilizing all available strategies, should result in a model of communication competence and a corresponding list of competencies upon which effective and efficient systems of speech education can be based. (HOD)

ED222935 CS503990

Newburger, Craig Alan

Student Self-Concept Modification in Communication Courses: An Exploration of the Sources of Conflicting Findings.

Pub Date Nov 82

Note-45p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Attitude Change; College Students; Communication Apprehension; *Communication Research; Higher Education; *Self Concept; *Self Concept Measures; *Speech Communication; *Speech Curriculum; Student Attitudes; Student Improvement; Test Reliability

A study was conducted to test four hypotheses concerning modification of student self-concept in communication courses: (1) different kinds of training affect student self-concept in different ways, (2) scale bias affects measurement of student self-concept, (3) male and female self-concepts change differently, and (4) course grade affects student self-concept. Four different instruments were administered among subjects drawn from communication, freshman English, psychology, and biology courses. Of the four sections of each course sampled, two sections responded to two scales--one measuring general self-concept and the other measuring self-concept as a communicator. The remaining two sections responded to two different instruments measuring the same variables. Instruments were administered during the first and last two weeks of the semester. The results indicated an increase of scores over the semester for communication and English subjects and a decrease in scores for psychology and biology subjects, supporting the first hypothesis. The results showed that the instruments measuring general self-concept were not highly related to the instruments measuring the dimension self-concept of communication ability, supporting the second hypothesis. The results did not support either the third or fourth hypotheses. (HTH)

ED222936 CS503994

Taufen, Phyllis M.

Public Speaking: Revisited.

Pub Date Oct 82

Note-9p.; Paper presented at the Annual Meeting of the North Idaho Council of English (Coeur d'Alene, ID, October 15-16, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Techniques; Communication Apprehension; Elementary Secondary Education; Learning Activities; *Public Speaking; *Speech Communication; *Speech Instruction; *Speech Skills; Writing Skills

There is a simple but effective process for developing public speakers in elementary and junior high schools. After discussing the importance of effective speaking, the teacher puts a topic sentence, on favorite desserts for example, on the board or overhead projector and students think of their favorite desserts and some related words and phrases. Three students state their choices aloud while the teacher writes them down. The class then reads the opening sentence, the three students again state their choices, and the class reads the closing statement. The speech is complete without the risk of failure that gives students speech anxiety. Students will then be ready to prepare their own "dessert" speeches, which they can rehearse, then read aloud over several days, moving gradually from their desks to the front of the classroom. As public speaking becomes more complex, students may carry small cards with an opening statement, five or six key words, and a closing sentence to serve as an outline. To develop audience rapport, students judge each speaker according to a simple chart for immediate feedback. This simple speech format can build students' confidence until they are ready to share more complex experiences with their peers. The format can also be adjusted to fit curriculum goals and individual class objectives and is suitable for social studies, science reports, book reviews, and current events. After a few years of consistent practice, elementary school students speak easily for 3 to 5 minutes. Written composition also improves as students become proficient at organizing

ideas. (HTH)

ED222937 CS503995

Assessing Oral Communication Skills.
Illinois State Board of Education, Springfield.
Pub Date Sep 82
Note-47p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Check Lists; Communication Skills; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Interpersonal Competence; *Learning Activities; *Listening Skills; *Speech Communication; Speech Instruction; *Speech Skills

Intended as a guide for educators interested in developing oral communication programs, this booklet contains activities and assessment instruments for use at all grade levels from prekindergarten through senior high school. The first section presents activities designed to develop oral communication skills and check lists to assess those skills. Within this section, the skills are divided into three categories: speaking, listening, and social (the use of spoken language to demonstrate sociocultural courtesies). The second section contains additional assessment instruments designed to measure specific skills such as interviewing, public speaking, and group discussion. The final section provides a list of resources on oral communication assessment. (FL)

ED222938 CS503996

Crismore, Avon

Three Models of Disease and Their Influence on Doctor-Patient Communication.

Pub Date 82

Note-31p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Communication (Thought Transfer); *Communication Problems; *Diseases; Medical Research; Medical Services; Medical Vocabulary; Medicine; *Models; *Patients; *Physician Patient Relationship; *Physicians

Medical scientists, doctors, and patients have different models of disease that cause doctor/patient communication problems. The patient model is reflected in the average American who is a high school graduate but who has little understanding of the human body and science. The model of the medical scientist is reflected in the typical graduate of medical school who decides to specialize in an area of research such as genetics. The exemplar for the doctor model is the medical school graduate practicing the art of healing medicine. Laypersons classify diseases very differently from the medical scientist/doctor and are not concerned with diagnosis of the disease. The medical scientist and doctor want a rational explanation of every worsening and bettering, but the patient does not. The patient is interested in results. Treatment is more important to the patient than diagnosis and etiology. The scientist's first concern is with the pathogenesis of the disease, the development of the morbid process. The patient's first concern is with a cure; the doctor's first concern is treatment. If doctor/patient relationships are to improve, there first must be awareness of the problem. Next, there must be awareness of the causes of the model variances: culture, world views, schooling, attitudes, values, and stances. The solution is a realization on the doctor's part that he or she must bridge the gap between theory and common sense and between the scientist's model of disease and the patient's model of disease. (HOD)

ED222939 CS503997

Weaver, Bruce J.

The Self Study at the University and at the Small College: A Comparison.

Pub Date Nov 82

Note-19p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Departments; Higher Education; *Institutional Evaluation; *Models; *Organizational Communication; Organizational Effectiveness; *Self Evaluation (Groups); *Speech Communication

Any university or college department that is conducting a self-study (self-evaluation) must do so in an organized and open-minded fashion. Too often persons can delude themselves into believing that they are conducting self-analysis when they are actually engaging in self-congratulations or conducting a disorganized search that will lead to dubious conclusions. A self-study can be conducted in an organized fashion by using a modified model for organizational communication developed by Sanford, Hunt, and Bracey. When applied to college departments, this model of organizational communication can generate questions concerning (1) the department's external environmental influences (mangerial philosophy, cultural conditions, economic conditions), (2) internal organization elements (organizational objectives, organizational structure, technology, reward system, intergroup relations, the individual), (3) organizational communications systems (effective decision making, communication climate, interpersonal skills), and (4) organizational effectiveness (goal attainment, satisfaction, and development). (HOD)

ED222940 CS503999

Dale, Jane Kennedy

The Anatomy of a Self Study.

Pub Date Nov 82

Note-13p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Consultation Programs; *Departments; Higher Education; *Self Evaluation (Groups); *Speech Communication; *Speech Curriculum

Identifiers-*Fairleigh Dickinson University NJ

Self-study, a process by which members of an academic program evaluate the components of that program, involves the gathering of data, discussion, and the presentation of a written report. Fairleigh Dickinson University (New Jersey) undertook such a program in 1980 to be completed by March 1982. Faculty members of the communications, speech, and theatre department had to complete a rationale for each course addressing questions of client, content, enrollment, scheduling, credits, requirements, objectives, organization, costs, and so on by March 1981. A library report covering periodicals in the discipline was also requested. The department sought candidates for the position of academic consultant, as recommended by the school senate's guidelines. Because of the diversity of the department, two consultants were chosen, one for communication and one for speech and theatre. The consultants visited the department and delivered both oral and written reports. When completed, the 250-page self-study report covered a wide variety of department activities, programs, and materials. Student input was also reflected in the consultants' report. With cycle 1 of the self-study completed for all sections of the department, cycle 2, the response to the process of the cycle 1, was undertaken. (JL)

ED222941 CS504000

Metallinos, Nikos

Development and Analysis of Television Grammar: An Overall View.

Pub Date 5 Jun 82

Note-20p.; Paper presented at the Annual Meeting of the Canadian Communication Association (3rd, Ottawa, Canada, June 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Creative Art; Interpersonal Competence; Language Styles; *Language Usage; *Programing (Broadcast); *Research Needs; *Television; *Television Research; Visual Literacy

Identifiers-*Television Grammar

Research has shown that producers and consumers of television programs are still uncertain about the nature of the "grammar" or "lexicon" that makes up the language of television. Although attempts have been made in experimental television ("video art"), systematic studies on the idiosyncratic nature, unique features, and specific components of the medium as a separate art form are still scarce. A review of these idiosyncracies, features, and components leads to the conclusion that the delay in the development of a television language can be attributed mainly to the lack of understanding of the medium's ultimate role, its unique characteristics, and its specific elements by those involved with television production and study. The development of television's language depends greatly on wider experimentation and research that acknowledges research already done in other disciplines. (Author/FL)

ED222942 CS504001

Neer, Michael R.; And Others

Instructional Methods for Managing Speech Anxiety in the Classroom.

Pub Date Nov 82

Note-22p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitude Change; Behavior Patterns; *Classroom Techniques; *Communication Apprehension; *Communication Research; Feedback; Higher Education; *Public Speaking; *Speech Communication; *Student Attitudes; Student Teacher Relationship

A study was conducted to determine if communication apprehensive students enrolled in a basic speech communication course preferred specific instructional methods and perceived these methods as beneficial in reducing public speaking anxiety. During four consecutive semesters, 620 undergraduate students completed the Personal Report of Communication Apprehension (PRCA) and indicated whether each of a number of instructional methods would help them feel more relaxed and comfortable when delivering their speeches in the course. Grading options, speech preparation procedures, speaking order options, topic selection procedures, and administration procedures were the types of instructional methods tested in the study. The results indicated that administration procedures (audience size, speech length) presented the most significant source of speech anxiety for communication apprehensive students. On the basis of these findings, apprehension about public speaking may be attributed to the process of speaking rather than the content of the speech or the skills of the speaker. However, the findings also demonstrated that apprehensive students prefer a number of procedures that may not always enhance their speaking skills. For example, some prefer that oral comments not be made after their speech. Instructors may counter such fears by explaining the importance of feedback as well as demonstrating it by insuring that sufficient time is available for oral comments between speeches. (HTH)

ED222943 CS504002

Carbaugh, Donal

Some Thoughts on Organizing as Cultural Communication.

Pub Date Nov 82

Note-32p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Communication (Thought Transfer); *Cultural Context; Cultural Influences; *Group Structure; *Organizational Communication; *Organizational Theories; *Organizations (Groups)

For some time organizational theorists have been calling for increased attention to and appreciation of the role of specific contexts in organizational processes. One group of researchers has heeded this call by treating the organization as a cultural phenomenon. This approach has raised many questions, including (1) What is cultural in an organization? (2) How does the cultural relate to the communicative in organizational life? (3) What descriptive framework guides inquiry of organizations as cultural phenomena? and (4) What are the advantages and goals of treating the organization as culture? In pursuing answers to these questions, researchers may gain insights regarding the salient symbols and meanings, topics, concepts, and premises in organizational communication; the role of speech contexts in organizational life; and the forms of speech used in completing communal tasks. By discovering and describing these features, researchers will be able, in principle, to construct a theory of a case which is adequate to its task. Additionally, they will develop a descriptive framework and contribute to a fund of studies for use in comparative research. (FL)

ED222944 CS504003

Pacanowsky, Michael E.; O'Donnell-Trujillo, Nick
Organizational Communication as Cultural Performance.
Pub Date Nov 82
Note-49p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Communication (Thought Transfer); *Communication Research; *Cultural Influences; *Organizational Communication; *Organizational Theories; Organizations (Groups); *Research Methodology
Identifiers-*Organizational Culture

For several years, the "systems" metaphor has guided organizational communication research. Recently, however, a sizable number of management and organizational communication scholars have explored another guiding metaphor--that of organizational culture. Present notions of organizational culture tend to focus on static, structural features of culture, and current research is often content to document the existence of such cultural features as organizational jargon, stories, ideologies, and strategic knowledge. Such a focus, although valuable, overlooks the cultural processes by which these structures are created, maintained, and transformed. Process notions can be introduced into the understanding of organizational culture by examining organizational communication as cultural performance. A look at five such performances described in current literature--performances of ritual, passion, sociality, politics, and enculturation--reveals that these are auspicious starting places for empirical research. (Author/FL)

ED222945 CS504004

Courtney, Richard

Re-Play: Studies of Human Drama in Education. Occasional Papers/21.

Ontario Inst. for Studies in Education, Toronto.

Report No-ISBN-0-7744-0248-2

Pub Date 82

Note-224p.

Available from-Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (Catalog No. 1245, $16.50).

Document Not Available from EDRS.

Descriptors-Behavior Patterns; *Creative Dramatics; *Creativity; Cultural Influences; Curriculum Design; *Drama; *Educational Philosophy; *Educational Theories; Fine Arts; Language Acquisition; Language Usage; *Learning Activities; Teaching Methods; Theater Arts

Identifiers-Theory Development

Intended to contribute to the theory of drama education, this book contains a series of essays relating the human drama to education. Following an introduction, the nine essays discuss the following topics: (1) developmental drama, (2) drama and motivation, (3) drama and the transfer of learning, (4) drama and instruction, (5) drama and creativity and giftedness, (6) the drama of English and language learning, (7) dramatherapy, (8) culture and curriculum in a dramatic context, and (9) a rationale for the arts in education. Appendixes contain two additional articles discussing drama and the field of curriculum, and drama and research. (HTW)

ED222946 CS504005

DeSousa, Michael A.

The Satisfaction of Pretended Insight: The Iranian Crisis in Selected U.S. Editorial Cartoons.

Pub Date Nov 82

Note-22p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

Because of copyright restrictions, all cartoons have been removed. Copies are available from this author (Dept. of Rhetoric, Univ. of California Davis, Davis, CA 95616).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cartoons; *Communication Research; *Editorials; Foreign Countries; International Relations; Moral Values; Political Issues; *Press Opinion; *Social Attitudes

Identifiers-Iran; *Iran Hostage Crisis; *Media Role; Political Cartoons

An examination of a year's worth of editorial cartoons portraying the U.S. hostage crisis in Iran indicates a surprising lack of coverage or treatment of the deposed Shah and his subsequent admission into the United States as factors precipitating the crisis. Throughout the crisis, cartoonists focused on providing readers with some insight into the essential nature and motivation of Ayatollah Khomeini, the leader of the Iranian revolution. Khomeini was thematically portrayed as a clever manipulator of the media on which Americans were so dependent, as degrader or humiliator of the United States, and as being insane to the point of blind self-destruction. Like the failure to develop the Shah issue, the attribution of madness theme denies legitimacy to the embassy takeover, reducing it to an act without reason or rationale. A fourth theme portrayed Khomeini as hypocrite or false spiritual leader, given his secular actions, although the basis for these derogations may be based on implicitly ethnocentric and Christian religious beliefs. During this period, cartoonists borrowed the highly visible symbols of the crisis in order to secure analogical connections to other issues in the minds of cartoon readers, which may have ultimately trivialized or at least desensitized the crisis. Nevertheless, these cartoons offered audiences "the satisfaction of pretended insight," not necessarily the truth, but a palatable version of reality demanded by a mass readership enduring a crisis of purpose and in deep need of unity and reassurance. (Copies of cartoons selected from the 1 year sample may be obtained from the author.) (HTH)

ED222947 CS504006

Buzza, Bonnie Wilson

Three Communication Responsibilities concerning Sexual Harassment.

Pub Date Nov 82

Note-15p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisiville, KY, November 4-7, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Policy; Assertiveness; *Attitude Change; Behavior Patterns; *College Faculty; Higher Education; Interpersonal Communication; *Sexual Harassment; *Speech Communication; Speech Instruction; *Teacher Attitudes; *Teacher Responsibility

Sexual harassment is widespread on college campuses across the United States and is a subject that merits sensitive and sensible discussion.

Once they acknowledge the problem, speech communication professionals can become better informed about sexual harassment and ways of dealing with it, and commit themselves to responsible communicative action. First, speech professionals must initiate discussions among friends, colleagues, administrators, staff, and students and confront the fears and faults of their institutions and of society as a whole. Second, individuals experiencing a situation that they do not like are obligated to say so, either to the perpetrator or to someone in a position to alleviate the situation. Ignoring the situation will only encourage or escalate it. Institutions should have sexual harassment policies, and the procedures and commitment to follow through with them. Finally, those who harass without realizing they do so need to think about how they want other persons to feel as a result of a particular statement, look, or gesture. They should examine their motivation, as well as the verbal and nonverbal feedback they receive. (HTH)

ED222948 CS504007

Bernard, Daniel J.

Extemporaneous Speaking as Preparation for a Career in Law.

Pub Date Nov 82
Note-16p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Guidance; Curriculum Development; *Education Work Relationship; *Evaluation Criteria; Higher Education; *Lawyers; *Persuasive Discourse; Public Speaking; Speech Instruction; *Speech Skills
Identifiers-*Extemporaneous Speaking

A forensics background offers the greatest advantages for attorneys who engage in trial and appelate work. Successful lawyers build upon a few basic qualities: (1) the ability to view objectively the arguments on both sides of the case, (2) adequate research and preparation, (3) correct choices as to which arguments to press, (4) a well-conceived organizational scheme and purpose, (5) a "sense of the jury," (6) awareness of physical surroundings, (7) the ability to think on their feet, (8) sensitivity to a judge's idiosyncracies, (9) skill in brief writing, and (10) awareness of when to base an argument solely on law and when to include a discussion of public policy considerations. These qualitites can be enhanced by forensics in general and extemporaneous speaking in particular. Extemporaneous speaking requires research and preparation, good sources, prudent selection of topics, consideration of both sides of a question, selection of arguments deliverable under time restrictions,and clarity and organization. In judging such speeches, the recent trend of giving style precedence over substance should be reversed, and extemporaneous speaking should be returned to its traditional role. A recognition and acceptance of the existence and desirability of the competitive nature of forensics will arrest the decline of extemporaneous speaking. The first step is changing the current judging criteria. This can be done by upgrading the caliber of judges, improving the questions asked, and insisting upon rigid adherence to exacting standards of quality. (JL)

ED222949 CS504008

Stacks, Don W.; And Others

An Analysis of Degree-Granting Institutions and Number of Articles Published in Communication Journals.

Pub Date Nov 82

Note-17p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Departments; *Doctoral Programs; Higher Education; *Institutional Evaluation; *Publications; *Recognition (Achievement); Scholarly Journals; *Speech Communication; Speech Curriculum; *Status

Identifiers-*Institutional Prestige; Writing for Publication

A study examined the relative prestige of university speech communication departments based on the published output of their graduates. All issues of nine major speech communication journals were examined for the period 1971 to 1981. Approximately 200 institutions were represented in the 3,771 entries in the data base; 90 percent of the authors held doctoral degrees. Analysis of the data involving authors with degrees in speech communication indicated that the University of Iowa's graduates had been the most active publishers, followed by Pennsylvania State University, the University of Wisconsin-Madison, the University of Illinois, and Michigan State University. When considered with data supplied by other researchers, these results indicate that regardless of the measure used to establish prestige, institutions housing doctoral programs produce more productive graduates. Although the presence of one or two prolific publishers and the failure to obtain some information on where the degree was obtained reduce the authority of these findings somewhat, this study does suggest that prestige, as measured by the number of articles published by an institution's graduates, does seem to index institutions. (Includes tables of data and institution rankings.) (JL)

ED222950 CS504009

Howell, William S.

Carrying Ethical Concepts across Cultural Boundaries.

Pub Date Nov 82
Note-13p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cross Cultural Studies; *Cultural Differences; Cultural Influences; *Ethics; *Intercultural Communication; Moral Development; Regional Attitudes; *Rhetoric; Speech Communication; *Values

Western nctions of right and wrong have dominated consideration of ethical issues in various domestic and remote cultural environments. A review of eight generalizations put forth by rhetorician Richard Johannesen on the ethics of rhetoric indicates that many scholars in contemporary speech communication believe that for people in other cultures to make ethical decisions they must think the way Westerners believe that Westerners think. Rhetorical attempts to find universal ethical principles have consisted of a quest for universal values. While values differ crossculturally, the "process" of applying values may be similar across cultures. Ethics, then, are techniques by which one attemtps to make certain values work appropriately. The classic error of rhetoric in dealing with morality has been to confuse ethics and values. To seek out ethical practices, the first step is to view a culture's value system as a frame of reference. Processual or ethical elements viable in any culture include (1) intent, (2) a gap between morality and ethics (the code differs from its application), (3) individual levels of values application, (4) societal flexibility of application, and (5) social utility of ethical behavior. Knowing that ethics are not situational but that values are, scholars must replace the term "situational ethics" with "situational values," which will then make possible the productive crosscultural study of ethics. (HTH)

ED222951 CS504010

Thomas, David A.; Hart, Jack

The Ethics of Proof in Speech Events: A Replication.

Pub Date Nov 82

Note-19p.; Paper presented at the Annual Convention of the American Forensic Association (68th, Louisville, KY, November 4-7, 1982). Earlier version presented at the Texas Speech Communication Association (October, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Codes of Ethics; Competition; Ethical Instruction; *Ethics; Higher Education; *Models; *Moral Values; *Persuasive Discourse; *Speech Instruction

Identifiers-Contests

A survey attempted to determine whether forensics participants operate under a contest-oriented ethic, an educational standard, or a more general rhetorical standard of ethics. Subjects were 63 judges and 98 contestants in rhetorical events at the American Forensic Association's (AFA) National Individual Events Tournament in April 1982. A five-item forced-choice instrument, "Judgement Calls," asked respondents to label a specific situation as either a definite ethical violation, a questionable ethical behavior, or not an ethical violation. "Your Opinion," a 10-item Likert-type scale, called for respondents to express their agreement or disagreement with statements about certain ethical judgments. Results indicated that there is a major discrepancy between the ethical perspectives the subjects say they favor and the evaluations they attach to specific contestant behaviors. Contestants and judges alike still remain committed to a contest-oriented ethical system above all other perspectives. While also supporting a view of ethics tied to an academic or educational paradigm, these findings do not support a view of forensics events as rhetoric. Written comments of respondents stressed context, explaining why they wanted to avoid labeling behaviors ethical or unethical. In conclusion, the perspectives of contests and education create an ethical system that is punitive but not rewarding. Favoring a competitive ethic over a rhetorical may leave the forensic community in a vulnerable position. (Includes questionnaires and tables of results.) (JL)

ED222952 CS504011

Keltner, John W.

Speech Communication, Sensitivity Training, Experiential Learning, or "Touchy-Feely" Revisited.

Pub Date Nov 82

Note-59p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Educational Principles; Educational Research; *Experiential Learning; Group Dynamics; *Group Instruction; Higher Education; *Holistic Approach; *Nontraditional Education; *Sensitivity Training; Teaching Methods

Drawing on the author's long personal involvement in several interpersonal communication movements, this paper defines and defends sensitivity training and experiential learning. After examining some philosophical and ethical themes and theories of education, the paper recounts some difficulties of fitting alternative modes of education into the traditional academic environment. It then points out the common criticisms of the "group movement" and evaluates the accuracy and fairness of such critiques. The results of current research on the leader-trainer, groups and group participants, instrumented training, and the effects of experimental groups are then surveyed. The paper also describes the controversy over the role of self-disclosure, discusses the importance of the workshop, and reiterates the importance of a holistic approach to life. (JL)

ED222953 CS504012

Buzza, Bonnie Wilson

Senior Seminar: Synthesis and Head Start.

Pub Date Nov 82

Note-11p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Awareness; Career Choice; Career Exploration; *Career Planning; *Course Content; *Demonstration Programs; Educational Environment; Group Discussion; Higher Education; Interviews; *Seminars; *Speech Communication; *Speech Instruction

Identifiers-*Ripon College WI

The senior seminar course in speech communication at Ripon College (Wisconsin) helps students to draw together their educational experiences and to focus on the task of planning for immediate and long-term career goals. In its initial year, it was taught in a two-semester sequence. The first semester focused on the discipline and the profession and on career planning through two series of individual presentations followed by a group discussion format. Out-of-class work involved working on a first draft of the seminar paper. The second semester focused on interviewing and preparing resumes. Students were graded on their individual and group presentations and their final paper and oral presentation. In the future, the career discussion will be more clearly divided into distinct phases. Course planners also intend to introduce junior and senior communication majors to the topic of career planning and to campus computer facilities. Finally, the supportive atmosphere provided by the structure and small size of the class and Ripon College itself has been a big plus in the course. (JL)

ED222954 CS504013

DeStephen, RoLayne S.

"But Why Don't They Act like a Team?" An Application of Small Group Theory to Forensics Squad Relationships and Functioning.

Pub Date Nov 82

Note-17p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Competition; *Debate; *Faculty Advisers; Feedback; Group Activities; *Group Behavior; *Group Unity; Higher Education; Interpersonal Communication; Persuasive Discourse; Reinforcement; Speech Communication; *Teacher Role; Theories

There are three general characteristics of a small group that merit analysis and application to a forensics squad: oral interaction, identification of a collectivity, and potential for unified action. Cohesive groups have a high energy level that is typically focused upon facilitation of productive group functioning. In order to develop and maintain group cohesion, a director of forensics should realize that he or she is promoting the development of explicit or implicit productive group norms. Explicit norms include task oriented and relationship oriented goals and allowing time for squad members to get to know each other. Because implicit norms develop over time, they can only be encouraged, not imposed, by the forensics director through the use of positive feedback cycles to support group norms and negative feedback cycles for behaviors that violate group norms. A coach should do three things to promote cohesion in a forensics squad: (1) practice active gatekeeping by seeking the opinions and ideas of all squad members, (2) demonstrate liking of the squad and its individual members, and (3) emphasize the importance of the group's task and the need for unified effort. The strong cohesion that results from these efforts leads to reduced squad turnover, higher productivity, better communication within the group, smoother overall functioning, and greater competitive spirit. (JL)

ED222955 CS504014

Rubin, Alan M.

Developmental Changes in Children's Television Viewing Behaviors and Attitudes.

Pub Date Nov 82

Note-27p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Age Differences; *Childhood Attitudes; Children; Cognitive Development; *Family Environment; Family Influence; *Programing (Broadcast); *Television Research; *Television Viewing

Identifiers-Audience Response

A study examined differences in television viewing behaviors and attitudes across age groups of children in their home environment. Personal interviews were conducted with 162 children, ages 5 to 12, in a midwestern elementary school. The interview assessed home environment (1) television viewing relationships, including viewing companion and parental control; (2) television viewing behaviors, including level of exposure and favorite programs; and (3) television attitudes, including television affinity and perceived realism. The results indicated that siblings were the principal viewing companions across all age groups, while a substantial number of children also watched with their parents. A greater percentage of younger than older children were told by someone at home how much television they could watch. The number of television programs viewed during the day previous to the interview was not significantly different across age groups. The frequency of preferences for cartoons and children's programs decreased with age increments, while the frequency of preferences for comedies and adult drama and adventure programs increased with age increments. Younger children felt that television played a more important role in their lives than did the middle or older groups of children, and the younger children perceived television content to represent reality more directly than did the middle and older groups of children. The findings suggest that what children watch on television and how they perceive television and its content, are very much related to the early stages of a child's cognitive development. (HTH)

ED222956 CS504015

Taylor, K. Phillip; Buchanan, Raymond W.

Communication, Ethics and Values: The Effect of Attitude toward Capital Punishment on the Evaluation of Evidence and the Determination of Guilt.

Pub Date Nov 82

Note-12p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisiville, KY, November 4-7, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication Research; *Court Litigation; Decision Making; Evaluation Criteria; Evaluative Thinking; Higher Education; *Legal Responsibility; Moral Values; Punishment; *Sentencing; *Social Attitudes

Identifiers-*Capital Punishment; *Juries

A study examined the effect of attitude toward capital punishment on the evaluation of evidence and the determination of guilt. Subjects were 224 undergraduate students who read a description of a murder. They then received two, four, or six items of evidence relevant to the defendant's guilt. Subjects were asked to determine a verdict and indicate their certainty of that verdict, whether they were for or against capital punishment, and how certain they were of the correctness of that stance. The results supported the hypotheses that (1) persons favoring capital punishment would be significantly more certain of their attitude than those opposed to it, (2) those who found the defendant guilty would be significantly more certain of their verdict than would those who found the defendant not guilty, (3) those who received more evidence of guilt would be significantly more certain of their verdict than those receiving less evidence, and (4) given the same amount of evidence, more people favoring capital punishment would find a guilty verdict than those opposing it. The results did not support the hypothesis that people favoring capital punishment would be more certain of their verdict than would those opposing it. In light of the "death qualified" juries required by some states for capital crimes, it is significant that persons favoring capital punishment are different from those who oppose capital punishment both in the certainty with which they find their verdict and in the amount of evidence they require to find a defendant guilty. (HTH)

ED222957 CS504016

Winsor, Jerry L.; Lower, Frank J.

An Application of Kohlberg's Moral Reasoning Theory to Understanding Problems of Marital and Family Communication.

Pub Date Nov 82

Note-18p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication Problems; Divorce; Family Attitudes; Family Characteristics; Family Counseling; *Family Problems; Family Relationship; Interpersonal Communication; Marital Instability; *Moral Development; *Moral Values; *Value Judgment

Identifiers-*Family Communication; *Kohlberg (Lawrence)

The concepts of moral reasoning developed by Lawrence Kohlberg can be applied to the analysis of communication in intimate relationships in an attempt to deal with the high rate of marital dissolution. Kohlberg has identified three levels of moral reasoning: (1) preconventional, in which a person reasons in terms of punishment, reward, or exchange of favors; (2) conventional, in which the individual is concerned with maintaining the expectations and rules of his or her family, group, or nation for its own sake; and (3) postconventional, in which moral reasoning is based on autonomous principles. Each level contains two stages. This paradigm opens new vistas for analysis of family communication breakdowns. For instance, it is possible to hypothesize that couples who reason at the same level are likely to handle disagreements more productively, to have a better chance of staying together, and to suffer fewer family communication problems. Research is needed to check this hypothesis. Discussing moral dilemmas could help bring parents and children to higher levels of moral reasoning, which in turn may lead to the strengthening of society as a whole. (JL)

ED222958 CS504017

Prentice, Diana

Individualizing Speech Communication Education: Goal Setting and Student Contracts.

Pub Date Nov 82
Note-32p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Course Organization; Higher Education; *Individualized Instruction; *Instructional Improvement; *Performance Contracts; Speech Communication; *Speech Instruction; *Student Educational Objectives; Student Needs; Student Teacher Relationship; *Teaching Methods
Identifiers-*Goal Setting

Goal setting and contract grading are two instructional strategies that can provide individualized instruction within more traditional speech classroom settings. Individualized instruction focuses on the unique characteristics and needs of the learner, acknowledges that all students do not learn in the same way, meets the needs of the gifted student as well as the slow learner, and removes the element of threat that impedes effective communication between teacher and student. Goal setting is a procedure whereby students set learning objectives for themselves, from a single assignment to an entire course. Written in behavioral terms with methods for determining goal achievement indicated, they should be conceivable, believable, achievable, measurable, desirable, and unavoidable. A contract should include four parts: behavioral objectives, media resource alternatives, activity alternatives, and reporting alternatives. Contracts can be developed for students by teachers, jointly with students, and by the students themselves. Each of these three formats can be modified in a variety of ways. Contracts and goal setting can be used in a wide range of speech courses and situations: public speaking, debate or individual events, interpersonal communication, group discussion, and mass media. (The appendix contains sample agreements and evaluative criteria.) (JL)

ED222959 CS504018

Dabbs, James M., Jr.

Fourier Analysis and the Rhythm of Conversation.

Pub Date Aug 82

Note-13p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication Research; Content Analysis; *Discourse Analysis; *Interpersonal Communication; *Language Patterns; *Research Methodology; Speech Communication

Identifiers-*Conversation; *Fourier Analysis

Fourier analysis, a common technique in engineering, breaks down a complex wave form into its simple sine wave components. Communication researchers have recently suggested that this technique may provide an index of the rhythm of conversation, since vocalizing and pausing produce a complex wave form pattern of alternation between two speakers. To determine whether the suggestion has validity, Fourier analysis was used to characterize the rhythm of sound and silence in 2 markedly different sets of 24 conversations each. The first set ("low cognitive load" conversations) came from an earlier study in which previously unacquainted pairs spent 10 minutes talking about themselves. The second set ("high cognitive load" conversations) came from pairs of students asked to discuss a current events topic. Each subject was given 10 minutes to think about the issue before engaging in a 10 minute conversation with a same-sex partner. Voices of each subject were recorded and each conversation was converted into a curve by means of a microcomputer. Fourier analysis was able to group the flow of vocalizations and pauses into larger repetitive patterns and to distinguish between the two sets of conversations. There were more "megaturns," or slow moving cycles, indicating serious discussion, dominating the talking in the conversations dealing with the current events topic than in the getting-acquainted conversations. (FL)

ED222960 CS504019

Rubin, Alan M.; Rubin, Rebecca B.

Contextual Age: Development of a Life-Position Index.

Pub Date Nov 82

Note-19p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age; *Aging (Individuals); Communication Research; Evaluation Criteria; *Evaluation Methods; Interpersonal Communication; *Life Satisfaction; Measures (Individuals); *Research Methodology; Research Needs

Identifiers-*Contextual Age; *Life Position

In recent years, a number of concepts have been introduced by communication researchers in an effort to transcend the limitations of the chronological age concept. Among these is the idea of contextual age, which asserts that social and environmental factors are better indicators of aging and communication behavior than is chronological age. A study was undertaken to (1) develop and examine an index of contextual age and (2) explore the associations among the component dimensions of that index and various sociodemographic descriptors, especially chronological age. The 18-item index that was constructed represented six interrelated dimensions: physical health, interpersonal interaction, mobility, life satisfaction, social activity, and economic security. The associations among contextual age and sociodemographic characteristics were examined for a sample of 640 people, ranging in age from 17 to 92. Results showed that contextual age transcended the limited heuristic nature of chronological age. Contextual age was shown to consider the individuality of aging, depending on life position indicators, and to be a more viable construct. The findings suggest that this concept should be considered in future communication and aging studies and that the continued use of chronological age as an absolute measure of aging and life position can only foster inadequate and inaccurate stereotypes of the elderly. (FL)

ED222961 CS504021

Dugger, Anita; And Others

The Prompt Book for...Teaching the Art of Speech and Drama to the Emerging Adolescent: A Resource Guide for Junior High-Middle School Teachers. Book II.

Tulsa Public Schools, Okla.
Pub Date 81
Note-442p.; For related document, see ED 210 711.
Available from-Tulsa Public Schools, P. O. Box 45208, Tulsa, OK 74145 ($7.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adolescents; *Class Activities; *Classroom Techniques; Communication Skills; *Drama; Dramatics; Educational Resources; Junior High Schools; Listening Skills; Middle Schools; *Speech Communication; Speech Curriculum; *Speech Skills; Teaching Guides

Providing for individual differences in ability, interest, and cultural values among students, this guide contains activities, goals, objectives, and resources for teaching speech and drama to middle and junior high school students. The first section offers advice on the organization of speech and drama activities within the school curriculum, approaches to teaching the mainstreamed and the gifted and talented, effective teaching cues, and suggestions for improving school discipline. The second section of the guide focuses on speech communication and includes subsections on communicating with self and with others. Specific subject areas discussed within these subsections include public speaking, discussion, parliamentary procedure, debate, interpretive reading, choral speaking, storytelling, and mass media. The third section discusses activities in drama, including improvisation, pantomime, acting, play production, technical theatre, playwriting, dramatic criticism, and films. The guide also contains glossaries of speech and drama terms and a creative calendar designed to help teachers incorporate speech and drama into every class day. (FL)

Burgoon, Michael, Ed.
Communication Yearbook 6. Annual Review.
International Communication Association.
Report No-ISBN-0-8039-1862-3
Pub Date 82
Note-968p.
Available from-Sage Publications, P. O. Box 5024, Beverly Hills, CA 90210 ($45.00 cloth, prepaid).
Document Not Available from EDRS.
Descriptors-Classroom Communication; *Communication (Thought Transfer); *Communication Research; Cultural Interrelationships; Health Education; *Information Systems; *Interpersonal Relationship; *Mass Media; *Organizational Communication; Politics; Speech Communication; Television Viewing

This is the sixth annual volume in a series providing reviews and syntheses of developments in the evolution of the science of communication. The volume contains disciplinary reviews and commentaries on topics of general interest to scholars and researchers in a variety of specialized areas, current research in a variety of topics that reflect the scholarly concerns of persons working in designated areas, and subject and author indexes. Specific areas covered in the 37 selections include (1) mass media, (2) nonverbal communication, (3) communication apprehension, (4) cognitive schemata, (5) direct satellite broadcasting, (6) televised presidential debates, (7) information systems, (8) interpersonal communication, (9) television viewing, (10) organizational communication, (11) intercultural communication, (12) political communication, (13) instructional communication, (14) health communication, and (15) human communication technology. (HOD)

ED222963 CS504024

Cox, Martha Glenn

Regularities in the Content of Statements "Said with a Laugh."

Pub Date Aug 82

Note-21p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication Research; *Communication Skills; Higher Education; *Interaction; Interaction Process Analysis; *Interpersonal Communication; Interpersonal Competence; Rapport; Social Behavior; *Social Cognition

Identifiers-*Conversation; *Laughter

In everyday conversation, people sometimes laugh as they speak. A study was conducted to determine whether the content of statements occurring with laughter differed systematically from that of statements occurring without laughter. Tape recordings of 20 utterances taken from a conversation among a small group of college students were categorized by 40 adult subjects as (1) boasts, (2) challenges, (3) humorous, (4) emotionally laden, (5) supportive, (6) requests for information, (7) statements of information, and (8) observations about the group. Results indicated that there is no orderly pattern to when speaker laughter will occur. Specifically, utterances containing speaker laughter were most likely to be boasts, challenges, emotionally laden, and humorous. In considering why speaker laughter may accompany these kinds of statements, it should be noted that each category verges on violating conversational norms or boundaries. This leads to the speculation that speaker laughter may serve as a metacommunication signalling submissiveness and mitigating the potentially abrasive content of the utterance. (A transcript of the stimulus utterances is appended.) (FL)

ED222964 CS504026

Griffin, Keith H.

The Failure of an Interracial Southern Rhetoric: The Southern Tenant Farmers Union in North Carolina.

Pub Date Oct 82

Note-17p.; Paper presented at the Annual Meeting of the Carolinas Speech Communication Association (Raleigh, NC, October 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Blacks; *Communication (Thought Transfer); Cooperation; Farmers; *Racial Differences; *Racial Relations; Regional Attitudes; *Rhetoric; *Sharecroppers; *Unions; United States History; Whites

Identifiers-Depression (Economic 1929); *Southern Tenant Farmers Union; United States (South)

When the American Civil War ended, the southern aristocracy turned to sharecropping as a means for continuing its existence and for keeping former slaves in the fields. Tenant families during the economic depression of 1929 were forced to live in squalid conditions, and the natural antagonism between whites and blacks was exacerbated by the competition for jobs during this period. Landowners tended to replace black tenants with white workers who had been laid off from factories. In July 1934, 27 tenant farmers, both black and white, set aside their racial differences to organize the Southern Tenant Farmers Union (STFU), to work for decent living and working conditions. By 1936, the STFU had enrolled nearly 31,000 members. The rhetoric of the STFU was characterized by four basic strategies: an association with the church, a reliance on music and poetry, the two-local tactic (two segregated unions in larger communities), and agitation to attract publicity. William Thomas Brown, a black tenant farmer's son and a student at Shaw College-Raleigh, instigated the only STFU local to form in North Carolina. His activities were conspicuous for only 3 years, however, after which the local union disbanded. No other such locals were ogranized in the state. William Thomas Brown acknowledges that the STFU failed to sustain its foothold in North Carolina for two primary reasons: the impact of the Old South paternalistic attitudes toward tenants and the absence of white leadership, which curtailed the potential for a powerful interracial tenant farmers union. (HTH)

ED222965 CS504027

Millar, Dan P.; Millar, Frank E.

Analysis of the Dimensions of Semantic Space of Neutral and Six Pancultural Facial Expressions.

Pub Date 8 May 82

Note-25p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Hartford, CT, May 6-9, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication Research; *Cultural Differences; Cultural Traits; Emotional Response; Higher Education; Measurement Techniques; *Nonverbal Communication; *Research Methodology; *Semantic Differential

Identifiers-*Facial Expressions

For years, researchers have sought to identify facial features and movements that make a difference to an observer when judging emotional displays. One area that has received attention is that of semantic dimensions of facial expressions. Factor analysis has revealed three such dimensions: pleasantness, activity (tension), and control (spontaneity). A study investigated whether the semantic dimensions of pancultural facial expressions configured differently--from one another and within each expression. Subjects were 312 college students who viewed seven slides of actors' faces displaying the emotions of anger, disgust, fear, happiness, sadness, and surprise. One slide depicted a neutral expression. As they viewed the slides, the subjects identified the emotion displayed and completed several semantic differential scales associated with the dimensions of pleasantness, activitiy, and control. ANOVA revealed differences between expressions on the dimensions and between dimensions for each of the expressions. The results support the need for researchers to study different faces and different populations before accepting the proposition that the pancultural expressions have different and stable semantic space configurations. (FL)

ED222966 CS504028

Patton, Bobby R.

Interpersonal Communication Applications: Considerations for Curriculum and Professional Integrations.

Pub Date Nov 82
Note-10p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Curriculum Development; Educational History; *Education Work Relationship; Higher Education; Human Relations Programs; *Interpersonal Communication; *Speech Communication; *Speech Curriculum
Identifiers-*University of Kansas Lawrence

The roots of the interpersonal communication program at the University of Kansas (Lawrence) lay in the human relations training program initiated there in the late 1940's. Probably the major contribution of human relations to interpersonal communication was in its focus on experiential learning through laboratory training. In the fall of 1967, an introductory interpersonal communication course was offered. One of the major implications of the shift to interpersonal communication in the Kansas curriculum was the placing of the department in the area of social sciences. Outside the university setting, there are four areas in which people trained in interpersonal communication have been able to make an impact: (1) marriage and family communication, (2) business and industry, (3) government and public organizations, and (4) service professions. (A list of important factors in the selection of college graduates for employment that reveals how much society values interpersonal communication skills is appended.) (JL)

ED222967 CS504029

Watson, Arden K.

The Confidence Model: An Alternative Approach to Alleviating Communication Apprehension.

Pub Date Nov 82

Note-9p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitude Change; *Communication Apprehension; Course Descriptions; Educational Theories; Higher Education; *Models; Skill Development; *Speech Communication; Speech Skills

Recognizing that each student is different in terms of communication apprehension and needed skills, the confidence model attempts to provide instruction in anxiety reduction and skill development, combining the features of both the behavior therapy and the rhetoritherapy theories of communication apprehension. The rational emotive therapy used in the confidence program emphasizes the importance of the effects of thoughts on behaviors and feelings. This therapy appears to be highly effective with subjects who report more generalized, cross-situational speech anxiety, while systematic desensitization appears to be primarily effective with subjects for whom speech anxiety is confined to formal speaking situations. After students are screened by interviews and self-report inventories, they describe their perception of particular oral communication needs in a conference, and the teacher and student then plan communication goals. During the course, the student has the choice of the number and type of speech activities to be accomplished and determines the amount of progress and the semester grade he or she wishes to pursue. The course begins with a discussion of the variables affecting oral communication and is then divided into six parts: (1) rational thinking, (2) goal setting, (3) social conversation, (4) interviewing, (5) group discussion, and (6) public speaking. For both alleviating speech anxiety and developing oral communication skills, the confidence model appears to be an excellent alternative to college basic speech courses. (HTH)

ED222968 CS504033

Friedley, Sheryl A.

The Role of Forensic Coaches in Preparing Students for Original Speech Events.

Pub Date Nov 82

Note-11p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Competition; *Faculty Advisers; Higher Education; *Persuasive Discourse; Secondary Education; *Speech Communication; *Speech Skills; *Teacher Role

Assuming that the forensic coach should attempt to facilitate the students' success in original speech events as well as provide a basis for understanding communication skills to be transferred to other communication settings, the coach as "educator" is crucial. While the purpose of the coach is to guide and direct a student toward an appropriate topic--not dictate the topic--the coach should strongly encourage topic choice based on the nature of the event, competitor, situation, and audience. The student, however, should conduct the major portion of the research as an independent effort. Encouraging the student to explore a variety of resource materials and allowing the student an opportunity to exert considerable effort in the development of this project will invariably lead to a better understanding of the topic and greater satisfaction with the end result. While there are many coaches who encourage an extemporaneous style of delivery, such skills can be developed through other events, and there are valuable skills taught by the specialized care required in a memorized manuscript speech. Once the student has memorized the original speech, the coach should begin training the student to use his or her voice and body effectively in the delivery of the speech. Finally, a coach's input into critical evaluation can be invaluable. Analyzing formal evaluations outside the competition will enhance the value of the educational competitive setting. (HTH)

ED222969 CS504034

Owen, Gordon R.

America's Earliest Revolutionary Voice: Po-Pay--Not Patrick Henry.

Pub Date 80
Note-17p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-American Indian Culture; *American Indians; *Communication Skills; *North American History; *Persuasive Discourse; *Revolution
Identifiers-*Po Pay; Pueblo (People)

A full century before Patrick Henry's persuasive battle for the rights of oppressed people, a San Juan Pueblo Indian medicine man known only as Po-Pay was the masterful communicator and agitator who orchestrated the first American revolution to drive the Spanish back into Mexico. Seeking mineral wealth, cheap labor, and the maximum number of Christian converts, the Spanish colonists immediately clashed with their Pueblo hosts in the Rio Grande Valley of northern New Mexico. As Indian-Spanish antagonisms steadily worsened, the period from 1635 to 1665 saw Po-Pay gain considerable renown and respect as a medicine man and leader in San Juan and neighboring pueblos. Po-Pay began to urge unity, establish communication networks, and whisper of armed revolt. He relied on multilingual traders, the strict adherence to Pueblo religious beliefs, and absolute secrecy to spread the word of the planned revolt. Coordinated fury broke out all across the province simultaneously on August 10, 1680, 3 days earlier than the Spanish governor's spies had predicted. Po-Pay proved himself an effective communicator, calling for attacking smaller settlements first to secure horses and weapons and as a psychological boost for the ultimate attack on Santa Fe. He also effectively controlled his followers in victory, ordering them to refrain from further acts of aggression on the long columns of Spanish refugees moving southward from Sante Fe. Many historical assessments of Po-Pay were said again, with modifications, about Patrick Henry's persuasive tactic a century later. (HTH)

ED222970 EA014759

Simpkins, W. S.

The Australian Literature on School Administration: Power, Participation, and School Management. A Select Bibliography. Journal of Educational Administration Occasional Paper No. 1.

University of New England, Armidale (Australia).

Pub Date 81

Note-38p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Accountability; Administrative Organization; Administrator Role; Community Involvement; *Decentralization; Educational Administration; Educational Change; Elementary Secondary Education; Equal Education; Foreign Countries; *Governance; Government School Relationship; Institutional Evaluation; Organizational Change; *Participative Decision Making; *Power Structure; Resource Allocation; School Business Relationship; *School Community Relationship

Identifiers-*Australia

Australian school administration, according to the author of this bibliography, is currently moving away from a traditional, centralized structure and toward structures calling for the participation of subordinates or outsiders. The journal articles and books catalogued in this document treat several of the ramifications of these changes in Australian educational governance. The publications included are listed under the following topic headings: centralization and devolution (19 items), participation and decisions (20), school-community relations (36), school councils (13), special projects in the community (23), accountability (18), evaluation and school evaluation (18), the principal's role (39), resource management (12), decision-making (26), education and social change (25), criticisms and proposals (21), influence and influentials (24), government and education (30), equality of opportunity (20), and schools and work (15). A substantial majority of the documents are articles published in Australian educational journals. (PGD)

ED222971 EA014975

Small, Michele Geslin

Systemic and Global Learning.

Pub Date Jan 81

Note-9p.; In: General Systems Research and Design: Precursors and Futures. Proceedings of the Annual North American Meeting of the Society for General Systems Research (25th, Toronto, Ontario, Canada, January 6-9, 1981). With the American Association for the Advancement of Science. p398-405.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Curriculum; *Curriculum Development; Educational Change; Educational Objectives; Educational Trends; *Futures (of Society); *Global Approach; Integrated Activities; Social Change; *Systems Approach

In a rapidly changing world, schools need to reorient their curricula to ensure adequate preparation of children for the future. Among the fundamental changes affecting society are the diversification of lifestyles, the development of genetic engineering, trends toward automation, and the information explosion. The educational crisis reflects these changes. Torsten Husen notes the increase in schools' bureaucratization, sorting functions (which cause fierce competition), and socialization functions (which stifle needed student qualities). To survive the crisis, the school curriculum must assume three new orientations. First, the curriculum should have a futures orientation and should include studies of futurism, forecasting methods, and alternate futures. Second, the curriculum should have a systemic orientation. Current Western thought is too analytical. Education should instead start with the whole, not the parts, and should avoid linear or sequential approaches, stress the concepts of limits and interdependence, integrate disciplines and levels through a thematic approach, and emphasize understanding the relationships among facts. Finally, the curriculum should have a global orientation to prepare students for the future's heterogeneous "global village." Schools should reinstate foreign language study at all educational levels and should infuse curricula with comparative, cross-cultural perspectives. Following these three orientations will help produce the "competent generalists" needed in the next century. (Author/RW)

ED222972 EA014994

Instructional Management System. Developed for the Emergency School Aid Act of Duval County.

Duval County School Board, Jacksonville, Fla.
Pub Date [82]
Note-17p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement; *Academic Records; *Basic Skills; Elementary Education; Mathematics; Reading Skills; *Records (Forms); Student Evaluation; Study Skills; Teaching Methods; Vocabulary Skills; Writing Skills
Identifiers-*Duval County School Board FL; *Instructional Management Systems

Two of the forms used to record pupil progress in learning basic skills under the instructional management system of the Duval County (Florida) public schools are provided and explained in this document. The form for basic skills in mathematics establishes skill levels appropriate to each grade level from kindergarten through sixth grade in five areas: operations, numeration, measurement, problem-solving, and geometry. The form for communications skills establishes appropriate levels for the same grades in five additional areas: vocabulary, word analysis, comprehension, writing, and study skills. Both forms also cover general readiness skills at the kindergarten level. The achievement tests used to measure students' attainment of each skill are noted where appropriate. The document also discusses different levels at which teachers can use the forms effectively and provides suggestions for incorporating the system into the teaching process. The instructional management system is intended to facilitate the highest level of usage suggested for the forms, a level involving six steps: (1)pre-assessment of student skills, (2) grouping of students by instructional needs, (3) assignment of practice work to students, (4) re-assessment of student skills, (5) notation of skill attainment, and (6) advancement to the next skill level. (PGD)

ED222973 EA015009

Richardson, William M.; And Others

Report on School Food Services. MORE: Management Operations Review & Evaluation.

Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.

Pub Date Mar 82
Note-255p.; Appendix D may not reproduce, and Appendices C, E, and F may reproduce poorly due to light print of original document.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Budgeting; *Cost Effectiveness; *Delivery Systems; Elementary Secondary Education; *Food Service; *Lunch Programs; Nutrition; Operations Research; Quality Control; School Accounting; *School Administration; Tables (Data)
Identifiers-*Montgomery County Public Schools MD; Plate Waste

Because of the size of its budget and the importance and complexity of its operation, the Division of Food Services in the Montgomery County (Maryland) Public Schools was one of the first selected for a series of Management Operations Review and Evaluation (MORE) studies. The Division directs the delivery of food services to all 178 schools in the county. This study describes the food service system: how it operates centrally and at the building level; who bears responsibility for which functions; what procedures are used to track food and funds within the system; and the quality of delivery of food services, assessed in terms of attitudes toward the program, plate waste, and nutritional issues. Various data collection methods were employed, including questionnaires, surveys, and interviews. Records were reviewed and audits conducted of a selected sample of school cafeteria accounting and inventory systems. A stratified random sample of 34 schools was selected for in-depth participation in the study, including a plate waste study and observation of cafeteria operations. An additional 47 schools received questionnaires directed to principals, teachers, and cafeteria managers and workers. Recommendations accompany each of the 12 chapters of this report. The three major cost reduction recommendations are: (1) conversion of all on-site elementary school kitchens to satellite operation, (2) elimination of local tax-supported funding, and (3) investment of surplus food services funds. (Author/MLF)

ED222974 EA015034

Rampp, Lary C.; And Others
How Federal Employees and Supervisors View Performance Standards.
Pub Date [1 Feb 82]
Note-22p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Attitudes; *Employee Attitudes; Evaluation Methods; Government Employees; *Job Performance; *Personnel Evaluation; Semantic Differential; *Standards; Supervisors; Surveys
Identifiers-*Supervisor Supervisee Relationship

A semantic differential instrument of four scales was used to evaluate employees' and supervisors' attitudes toward a differentiated performance appraisal training process. The sample included 237 employees and 83 supervisors in the Health Resources Administration of the U.S. Department of Health and Human Services. The study found the instrument to be highly reliable and determined that possible personal biases and hostilities between federal employees and supervisors did not interfere with the process of establishing performance standards. The results further indicated a high degree of agreement between employees and supervisors concerning the determination of performance standards. (Author/PGD)

ED222975 EA015115

Reisman, Jane

Technocracy or Politics? Conflict Management Behavior in Public Managerial Professions.

Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 82
Note-20p.
Available from-Publications, Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, OR 97403 ($2.00).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Role; *City Officials; *Conflict Resolution; *Leadership Styles; Professional Occupations; *Public Administration; Public Relations; School Closing; *Superintendents; Tables (Data)
Identifiers-*City Managers; *Professional Behavior; Professionalism

A study of the conflict management behavior of 103 school superintendents and city managers in two major metropolitan areas revealed that the superintendents were more professionalized than the city managers but, when dealing with the public, were less likely to use the analytic-technocratic conflict management methods typically associated with professionals. City managers tended to use these methods both when resolving intraorganizational conflict and when resolving issues involving the public, while superintendents managing public-oriented conflict tended to deviate from their professional opinions and engage in the bargaining, lobbying, and compromising behavior typical of the political-bargaining approach. Data for the study were gathered using interviews and questionnaires, and were subjected to log-linear analysis for the purpose of constructing a model of conflict management behavior. Two school closing cases are isolated and described as prototypical examples of the two identified approaches to public-related conflict management. In addition to the results noted above, the study found that, unlike city managers, superintendents were more likely to confront intraorganizational conflict than public-related conflict. The researchers suggest that superintendents' reliance on political-bargaining methods may be forced by the more ideologically-rooted nature of the public issues they do face. (Author/PGD)

ED222976 EA015117

Kelsh, Bruce

Student Exchange Program Advances Foreign Language Study at Crow High School.

Oregon School Study Council, Eugene.
Pub Date Oct 82
Note-39p.
Available from-Publications, Oregon School Study Council, College of Education, University of Oregon, Eugene, OR 97403 ($4.00; quantity discounts).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Foreign Countries; Foreign Students; Government School Relationship; High Schools; High School Students; *International Educational Exchange; International Programs; Latin Americans; *Second Language Instruction; Spanish; *Student Exchange Programs
Identifiers-Costa Rica; *Crow Applegate Lorane School District OR; Mexico; Oregon; *Partners of the Americas

Oregon's low requirements for foreign language instruction at the secondary school level have caused Oregon students to place well below the national average in foreign language preparation, according to this report. The Oregon Governor's Commission on Foreign Language and International Studies, created in 1980, recommended substantial increases in the study of foreign languages and international studies and urged wider use of student exchange programs. In addition to outlining the status of foreign language instruction in Oregon, this report discusses the growth and development of two student exchange programs, both instigated through the efforts of educators in the small Crow-Applegate-Lorane School District. The Partners of the Americas exchange program, begun in 1967, is affiliated with the Partners of the Alliance program, under which individual states are coupled with Latin American countries for cultural and economic exchange. Partners of the Americas adds educational exchange, involving both students and educators, to the agreement. Costa Rica's exchanges with Oregon in general and with the Crow district in particular are described. The second program involves group exchanges between schools in Ensenada (Mexico) and Crow High School, and is characterized as an outstanding success. An appendix lists the Oregon representatives of eight student exchange programs. (PGD)

ED222977 EA015120

Johnson, Virginia Shaumleffel

Southern Oregon Drug Awareness (SODA): Community and School Working Together to Fight Drug Abuse.

Oregon School Study Council, Eugene.

Pub Date Sep 82

Note-34p.

Available from-Publications, Oregon School Study Council, College of Education, University of Oregon, Eugene, OR 97403 ($4.00; quantity

discounts).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Alcohol Education; *Community Organizations; Drug Abuse; *Drug Education; Elementary Secondary Education; Instructional Films; Organizational Objectives; *School Community Relationship; Voluntary Agencies

Identifiers-Oregon (Jackson County); *Southern Oregon Drug Awareness; Toma (David)

Southern Oregon Drug Awareness (SODA) is a group of volunteers headquartered in Medford (Oregon) who work in cooperation with schools and other community agencies to reduce drug problems and other human relations problems among children and adults in Oregon's Jackson County through education, encouragement, and referral to social agencies. This report first describes the origins of SODA as an attempt to create a supportive organization for maintaining the local anti-drug movement sparked by the visit of David Toma, a nationally prominent drug abuse lecturer, in October of 1981. The six subcommittees forming SODA are identified next, and the accomplishments highlighted. These subcommittees work in the areas of business and industry, law enforcement, community information, parent education, the school curriculum, and youth development. The future plans of SODA are outlined in the last segment of the report. Appendixes present the original long-term goals, purposes, and objectives of SODA and its subcommittees, and a list of films on drug and alcohol abuse reviewed and recommended by the subcommittee on parent education. (Author/PGD)

ED222978 EA015121

Connelly, F. Michael; Clandinin, D. Jean

Personal Practical Knowledge at Bay Street School.

Ontario Inst. for Studies in Education, Toronto.
Spons Agency-National Inst. of Education (ED), Washington, DC.; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
Pub Date 82
Grant-410-80-0688-XI; NIE-G-81-0020
Note-35p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Role; Case Studies; Educational Change; Educational Philosophy; Environment; Foreign Countries; *Leadership Styles; *Principals; School Community Relationship; *Self Concept; *Self Expression; *Teacher Administrator Relationship; Values
Identifiers-Administrator Behavior; Canada; *Knowledge Utilization; *Personal Practical Knowledge; Theory Practice Relationship

The authors of this report comment on several aspects of the relationships between the experiences, educational philosophy, leadership style, and professional behavior of a reform-minded urban school principal in Ontario (Canada). The paper discusses a number of observed and reported activities of the principal, including his behavior when introducing the researchers to his school, his reports of a previous principalship, and his response to a crisis in school-community relations. The researchers conclude that while perhaps appearing arbitrary to outsiders, the principal's actions and the environment in which he chose to act were "minded" expressions of his experience-based and image-related personal philosophy (a form of personal practical knowledge), and whether conscious or not served to support and enhance acceptance by others of his approach to schooling. (PGD)

ED222979 EA015122

Lighting Energy Management for Colleges and Universities.
National Lighting Bureau, Washington, DC.
Pub Date 82
Note-33p.; Some figures will not reproduce due to small print of original document.
Available from-Managing Editor, Association of Physical Plant Administrators of Universities and Colleges, 11 Dupont Circle, Suite 250, Washington, DC 20036 ($3.00, members; $4.50, non-members).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Guides; Case Studies; *Cost Effectiveness; Educational Facilities; *Energy Conservation; Equipment Maintenance; *Facility Guidelines; Higher Education; *Lighting; Luminescence
Identifiers-Energy Audits; *Lighting Energy Management

Colleges and universities probably rely on more types of lighting than do other facilities. This booklet is intended to help administrators achieve the goal of lighting energy management--gaining maximum benefit from illumination systems while minimizing energy waste. The development of a lighting energy management plan requires knowledge of the components and systems available, of the existing systems, and of the benefits of lighting. Major lighting concerns and terms are explained and a glossary is provided. The benefits discussed include improved safety and security, increased worker productivity, reduced lighting maintenance expense, and better student achievement. Directions and a form are provided for conducting a lighting energy audit. The final section discusses lighting energy management options (LEMOs) in the areas of lamps, fixtures, ballasts, controls, and maintenance. A hypothetical situation is presented to illustrate a basic method for computing the values of various LEMOs prior to their application. Throughout the booklet a total of nine case histories illustrate various applications of the lighting energy management plan and the associated financial savings. Publications and organizations are listed as sources of assistance. (Author/MLF)

ED222980 EA015124

Spradling, Charles W.; Babcock, Susan

Resolving Divergent Expectations among the Multiple Publics of the Public Schools.

Pub Date 18 Feb 82

Note-10p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Houston, TX, February 17-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education; Feedback; *Parent Attitudes; Parent Participation; *Parent School Relationship; *Public Support; *School Attitudes; School Surveys; *Teacher Attitudes

Educators seeking public support for schools seldom look to positive parental attitudes toward education as keys to garnering that support, according to the authors of this report. Instead, educators tend to focus on attempts to change negative attitudes. A study was conducted using the Parent/Teacher Attitude Scale to obtain the opinions of parents and teachers in a suburban school system concerning various programs, facilities, and personnel. As hypothesized, teachers responded more positively than parents in most areas. The authors note that, after the study was completed, parents, teachers, and board members were informed of the results and told in which areas responses to the survey were most positive and in greatest agreement. This report concludes with an outline of a process for involving parents and school personnel in cooperative planning based on areas of agreement. The authors suggest that the concept of seeking and reinforcing positive attitudes could be extended to include feedback from students, administrators, board members, and district residents in addition to parents and teachers. (PGD)

ED222981 EA015130

Chan, Tak Cheung

A Comparative Study of Pupil Attitudes toward New and Old School Buildings.

Greenville County School District, Greenville, S.C.
Pub Date 82
Note-33p.
Available from-School District of Greenville County, Box 2848-301 Camperdown Way, Greenville, SC 29602.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Analysis of Covariance; Analysis of Variance; *Educational Environment; Elementary Education; *Physical Environment; *School Attitudes; *School Buildings; *Student Attitudes
Identifiers-*Educational Facilities Evaluation; *Our School Building Attitude Inventory

Student attitudes toward the physical environment of a school opened in 1980 are compared to student attitudes toward two older schools: one constructed in 1923, the other in 1936. The control group consisted of all the 119 pupils in grades 2, 3, and 4 in the 1936-era school. The experimental group consisted of all the 96 pupils in grades 2, 3, and 4 in the 1923-constructed building who were later transferred to the new school. Pupil pre-test and post-test scores on the "Our School Building Attitude Inventory" served as the dependent variable. The independent variables were the physical facilities in the three school buildings, and students' sex, race, and socioeconomic status. Analyses of covariance and variance were used to examine the variables. The main finding of the study was that pupils housed in a modern school building have significantly more positive attitudes toward their school building than do pupils housed in an old building. Race and socioeconomic status had no effect on pupil attitudes toward school buildings, though females in the control group scored significantly higher than males in both the pre-test and the post-test. Six pages of selected references accompany the report. The appendices contain the attitude inventory and a five-point rating scale of 33 characteristics of the 3 schools. (Author/MLF)

ED222982 EA015133

Neal, Richard G.

Managing Time: An Administrator's Guide.

Report No-ISBN-0-9605018-5-1

Pub Date 83

Note-80p.

Available from-Publications, Richard Neal Associates, Box 23, Manassas, VA 22110 ($10.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administration; *Administrative Principles; Administrator Guides; Efficiency; Guidelines; Individual Development; Job Skills; Methods; Organizational Effectiveness; *Self Control; *Time

Identifiers-*Time Management

Following a brief discussion of the concept of time as a resource and a clarification of that resource's importance, the author analyzes 20 ways administrators waste time and 40 ways administrators can save time. None of the techniques suggested require special forms or training. The time wasters considered fall into the areas of personal attitudes, personal and organizational planning, and working conditions. The time savers include ways to practice self-control, make decisions, eliminate distractions, organize activities, and delegate authority. Most importantly, the administrator must have a capable secretary. The author concludes that there are two ultimate "secrets" for saving time: to decide what is to be done with one's life personally and professionally, and to take charge of one's life personally and professionally. (PGD)

ED222983 EA015134

Neal, Richard G.

Retrieval Bargaining: A Guide for Public Sector Labor Negotiations.

Report No-ISBN-0-9605018-2-7

Pub Date 81

Note-38p.

Available from-Publications, Richard Neal Associates, Box 23, Manassas, VA 22110 ($10.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrative Principles; Administrator Guides; Change Strategies; *Collective Bargaining; Contracts; Contract Salaries; Employer Employee Relationship; Fringe Benefits; *Government Employees; *Labor Relations; Public Administration; *Retrenchment

Identifiers-*Cutback Management; *Retrieval Bargaining

Retrieval bargaining is the process of removing, through collective bargaining, benefits won by employees in previous negotiations. This document treats the retrieval bargaining process, explaining first the factors that could make such cutback management techniques necessary in the public sector, including federal funding reductions, inflationary pressures, and declines in client populations. Potential obstacles to retrieval bargaining, notes the author, include union resistance, civil service job security provisions, government regulations, public opinion, and public employee unions' concepts of productivity. Counseling against cutting employee salaries except as a last resort, the author suggests several areas for cutting costs and proposes a procedure for handling retrenchment in a hypothetical case. Finally, the author recommends tactics that public sector employers can use when conducting retrieval bargaining. Among these tactics are publicizing the financial position of the agency, ensuring the support of members of the agency's governing body, reviewing the current contract, modifying compensable benefit provisions, increasing employee workloads, cutting salaries, and providing cost-free benefits. (PGD)

ED222984 EA015138

Firestone, William A.; Dawson, Judith A.

Approaches to Qualitative Data Analysis: Intuitive, Procedural, and Intersubjective.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Mar 82

Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Data Analysis; *Data Collection; Educational Research; Field Studies; *Research Methodology; Social Science Research
Identifiers-*Qualitative Analysis; *Qualitative Research

Three general approaches are available to help discipline the use of qualitative methods in educational research without sacrificing subjective understanding, according to this paper. The most private, least confirmable, yet richest approach is the intuitive, which depends on the researcher's thorough immersion in the field setting and contemplation of the situation. Procedural approaches tend to restrict the effects of individual judgment--in their ideal state they involve the establishment of research procedures that are followed through in their entirety before analysis of the results is attempted. Data display techniques, triangulation, the use of guidelines for induction, and quantitative techniques are among the procedures that can be used when dealing with qualitative data. The third approach, the intersubjective, requires interaction among researchers or between researchers and setting participants for the development of shared understanding and the verification of findings. The characteristics, strengths, and shortcomings of all three approaches are considered in this report, and studies utilizing the different methods are cited as examples. Noting that the three approaches usually appear in some combination, the authors conclude with a brief discussion of the ramifications of some of the combinations possible. (Author/PGD)

ED222985 EA015139

Firestone, William A.; Dawson, Judith A.

To Ethnograph or Not to Ethnograph? Varieties of Qualitative Research in Education.

Research for Better Schools, Inc., Philadelphia, Pa.

Pub Date 15 Jun 81

Note-56p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Data Analysis; *Data Collection; Educational Research; *Ethnography; Field Studies; *Research Methodology; Research Problems; Social Science Research

Identifiers-*Qualitative Analysis; *Qualitative Research

Noting the increasing interest in qualitative research in general and ethnographic research in particular, the authors of this report clarify the place of the latter within the former. The authors present six criteria for an ethnographic approach to education, illustrated with examples, and discuss ethnography's advantages and disadvantages. The six criteria presented are that (1) the problem be discovered in the field, (2) the senior investigator conduct the bulk of the field work, (3) the field work take at least a school year, (4) the senior investigator shall have had cross-cultural experience, (5) multiple research methods be utilized, and (6) the finished product present a

wealth of primary data from the studied group. The authors next demonstrate the variety in qualitative research by describing some dimensions on which qualitative studies vary. In the area of data collection, qualitative strategies can vary in at least five ways: (1) the number of sites studied, (2) the extent of researcher immersion in the situation studied, (3) the extent to which activities are structured in advance, (4) the nature of the observation frameworks, and (5) reporting strategies. Data analysis can follow one or more of three approaches: the intuitive, the procedural, or the intersubjective. (Author/PGD)

ED222986 EA015140

Scott, John A.

The Politics of Competency Testing Policy Formation in Wisconsin.

Pub Date Mar 82

Note-49p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Educational Legislation; *Educational Policy; Elementary Secondary Education; Legislators; Lobbying; *Minimum Competency Testing; *Policy Formation; *Political Influences; *Political Issues; Public Policy; State Departments of Education; *State Legislation; Teacher Associations

Identifiers-Interest Groups; *Wisconsin

The current status of state policy on minimum competency testing in Wisconsin, and the political process that produced that policy, are explored in this report. The document presents the preliminary findings of research conducted for a doctoral dissertation. The research methodology, mentioned only briefly, involved participant observation, in-depth interviews with educators, state administrators, and legislators, as well as documentary research. The study examined the policy-making process by analyzing each of four components of the legislative work flow (articulation, aggregation, allocation, and oversight) in terms of three research paradigms (institutional, process, and behavioral). The bulk of the report consists of an analysis of the issues involved in formulating legislation governing the use of minimum competency testing. The interests of the public, legislators, educators, special interest groups, the Wisconsin Department of Public Instruction, and the governor's office in different aspects of the policy are described, and the impact of those interests at different stages in the political history of the legislation up to the present is detailed. (PGD)

ED222987 EA015141

School Discipline: Preventing Problems. School Management Handbook Number 1.

National Association of Elementary School Principals, Arlington, VA.
Pub Date Sep 81
Note-29p.; For related documents, see EA 015 142-146.
Available from-Publications, National Association of Elementary School Principals, 1801 North Moore Street, Arlington, VA 22209 (Handbook Nos. 1-6 available only as a set: $50.00, non-members; $30.00, members; binder included).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Guides; Administrator Role; Civil Rights; *Classroom Techniques; Court Litigation; *Discipline; *Discipline Policy; Discipline Problems; Dress Codes; Elementary Education; Parent Role; Prevention; Student Behavior; *Student Rights; *Suspension; Teacher Role
Identifiers-*Assertive Discipline

This part of the School Management Handbook provides the elementary school administrator with a quick overview of several aspects of school discipline. The first section introduces concepts central to developing effective school discipline policy, including the value of focusing on preventing rather than simply punishing misbehavior; prioritization of disciplinary aims; the roles of the principal and the teacher; the place of student codes and handbooks; and the roles of parents and the community. Section 2 discusses assertive discipline, a technique for establishing good student behavior habits. Inschool suspension is the topic of section 3. The fourth and last section discusses students' constitutional rights in the areas of expression, dress, religion, publications, and freedom from prior restraint, and notes relevant court decisions. Specific recommendations for disciplinary policy accompany each section of the document. (PGD)

ED222988 EA015142

School Discipline: Special Issues. School Management Handbook Number 2.
National Association of Elementary School Principals, Arlington, VA.
Pub Date Nov 81
Note-29p.; For related documents, see EA 015 141-146.
Available from-Publications, National Association of Elementary School Principals, 1801 North Moore Street, Arlington, VA 22209 (Handbook Nos. 1-6 available only as a set: $50.00, non-members; $30.00, members; binder included).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Guides; *Civil Rights; Corporal Punishment; Court Litigation; Disabilities; *Discipline Policy; *Due Process; Elementary Education; Expulsion; Search and Seizure; Social Discrimination; *Student Rights; Suspension

This part of the School Management Handbook provides the elementary school administrator with an overview of civil rights issues affecting school discipline policy. The first section treats the requirements for providing due process and avoiding discrimination against minority groups when following disciplinary procedures. Section 2 covers suspension and expulsion, including the legal differences between these two procedures, and outlines the relevant due process requirements. Section 3 concerns corporal punishment and provides relevant background information, research findings, and guidelines relating to due process and local regulations. The fourth section explores the critical elements of policy on student searches, noting the conditions under which different types of searches have been approved by the courts. The fifth and last section explains the special due process rights that must be accorded handicapped children when imposing disciplinary measures. All five sections include specific recommendations for disciplinary policy. (PGD)

ED222989 EA015143

Diagnosis and Planning for the Handicapped Child. School Management Handbook Number 3.

National Association of Elementary School Principals, Arlington, VA.
Pub Date Jan 82
Note-24p.; For related documents, see EA 015 141-146.
Available from-Publications, National Association of Elementary School Principals, 1801 North Moore Street, Arlington, VA 22209 (Handbook Nos. 1-6 available only as a set: $50.00, non-members; $30.00, members; binder included).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Compliance (Legal); *Disabilities; Elementary Education; Elementary School Students; Federal Legislation; Federal Regulation; *Individualized Education Programs; Parent Grievances; *Parent School Relationship; School Responsibility
Identifiers-*Education for All Handicapped Children Act

This part of the School Management Handbook provides elementary school administrators with an overview of the issues involved in complying with the requirements of Public Law 94-142, the Education for All Handicapped Children Act. The first section of the document discusses the law's background, the federal funding the law provides, which children are covered, and what schools and school districts must do in compliance. Describing the individualized education programs mandated by state and federal law for all handicapped students, the second section of the document touches on the program's content, its form, procedures for its preparation, and the role of parents in the program. Section 3 discusses the rights of parents in the handling of their handicapped children, including the right to be notified of changes in their children's educational programs and the right to an adequate hearing process if they do not find their children's educational programs acceptable. All three sections include specific recommendations for school policy regarding the treatment of handicapped students. (PGD)

ED222990 EA015144

Implementing Special Education. School Management Handbook Number 4.

National Association of Elementary School Principals, Arlington, VA.

Pub Date Mar 82

Note-29p.; For related documents, see EA 015 141-146.

Available from-Publications, National Association of Elementary School Principals, 1801 North Moore Street, Arlington, VA 22209 (Handbook Nos. 1-6 available only as a set: $50.00, non-members; $30.00, members; binder included).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Guides; Curriculum; *Disabilities; Elementary Education; Elementary School Students; Federal Legislation; *Federal Regulation; *Handicap Identification; Mainstreaming; Resource Staff; School Health Services; Services; Social Discrimination; *Special Education; Special Education Teachers; Student Evaluation; *Student Placement

Identifiers-*Education for All Handicapped Children Act

This part of the School Management Handbook provides elementary school administrators with an overview of some of the special education regulations mandated in Public Law 94-142, the Education for All Handicapped Children Act. Section 1 of the document defines screening and evaluation procedures for identifying handicapping conditions of children that require special educational attention. In addition, the section offers guidelines for ensuring that evaluation materials and procedures are nondiscriminatory. Section 2 discusses regulations regarding the placement of handicapped students, reviewing the concept of the "least restrictive environment" and the related requirements for mainstreaming. State placement requirements governing both public and private placement are also explained. The third section covers the general curriculum, extracurricular activities, uses of minimum competency testing, and staffing requirements. Section 4 treats required supportive services, including medical and psychological services and other services needed to assure the educational benefits of the school experience. All four sections include specific recommendations for school policy regarding special education. (PGD)

ED222991 EA015145

The New Technology in Education. School Management Handbook Number 5.
National Association of Elementary School Principals, Arlington, VA.
Pub Date May 82
Note-48p.; For related documents, see EA 015 141-146.

Available from-Publications, National Association of Elementary School Principals, 1801 North Moore Street, Arlington, VA 22209 (Handbook Nos. 1-6 available only as a set: $50.00, non-members; $30.00, members; binder included).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Guides; *Calculators; Computer Oriented Programs; *Computer Programs; Computers; *Educational Technology; *Educational Television; Elementary Secondary Education; Equipment Evaluation; Evaluation Criteria; Instructional Materials; *Microcomputers; Purchasing; Teaching Methods; Video Equipment

This part of the School Management Handbook provides elementary school administrators with an overview of recent developments in educational technology. Particular attention is paid to information needed when selecting computers for educational purposes. The first section considers the role of educational technology in general and touches on the implications of today's technological revolution. Focusing on the use of video, section 2 notes new methods for resolving the old problems of fixed broadcast schedules and inadequate program quality, then discusses the potential roles of videotape and videodiscs in education. Section 3 analyzes the place of calculators in the classroom, recounting the objections to calculator use and describing the educational functions of calculators, supportive materials, teacher preparation, and calculator selection considerations. The last three sections treat computers in education, covering such topics as software and courseware selection, educational uses for computers, computer languages, computer literacy, teacher involvement in computer oriented education, computer hardware, the basic parts of the computer, computer memory, administrative uses of computers, and computer peripherals such as storage devices, printers, intermachine communications equipment, and sound equipment. Each section of the document includes recommendations for school policy on using and selecting technological devices and materials. (PGD)

ED222992 EA015146

Negotiating and Administering Contracts--July. School Management Handbook Number 6.

National Association of Elementary School Principals, Arlington, VA.
Pub Date Jul 82
Note-33p.; For related documents, see EA 015 141-145.
Available from-Publications, National Association of Elementary School Principals, 1801 North Moore Street, Arlington, VA 22209 (Handbook Nos. 1-6 available only as a set: $50.00, non-members; $30.00, members; binder included).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Guides; *Administrator Role; *Collective Bargaining; *Contracts; Elementary Secondary Education; *Employer Employee Relationship; Grievance Procedures; Labor Legislation; *Labor Relations; Principals; Scope of Bargaining; Teachers; Unions
Identifiers-*Contract Management

This part of the School Management Handbook provides school administrators with an overview of the factors affecting collective bargaining and contract management in the schools. The first section introduces the concept of collective bargaining in education, itemizing the legal principles underlying bargaining and reviewing the principal's roles as negotiator, contract administrator, and in some cases as member of a bargaining unit. Section 2 focuses on the negotiation process, providing information on the scope of negotiations, precautions to take before negotiations, negotiation strategies, contract provisions, and handling reductions in force. Contract management is the topic of section 3, which discusses how teacher contracts can affect relations between teachers and principals, what the principal's role in contract management is, how contract management can be planned for, how decisions regarding the implementation of contract provisions can be approached by principals, and how grievances should be handled. The fourth section describes situations in which principals themselves bargain collectively. The fifth and final section first considers trends in collective bargaining, then discusses the importance of adequate information, planning, and communications in labor relations. (PGD)

ED222993 EA015147

Colton, David L.; Graber, Edith E.

Judicial Structuring of Collective Bargaining in Local School Districts.

Pub Date Mar 82

Note-35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Board of Education Role; *Collective Bargaining; Court Judges; *Court Litigation; *Court Role; Elementary Secondary Education; Labor Legislation; Labor Problems; *Labor Relations; Negotiation Impasses; Public School Teachers; *School Districts; Scope of Bargaining; *Teacher Strikes

Collective bargaining relationships in school districts are affected by court actions in a variety of ways. Courts have acted as a "surrogate legislature" by providing legal structures where legislation is absent and by modifying legislation through the process of statutory construction. This paper examines the courts' role in structuring bargaining relationships. Three detailed case studies are presented. The first case, from Hazelwood, Missouri, demonstrates how judicial involvement can affect the existence of bargaining relationships in a school district and the development of such relationships. The second case reviews the impact of the 1968 "Holland rule," requiring careful judicial scrutiny of a strike before injunctive relief is granted, upon subsequent events in Michigan and elsewhere. The third case study examines the initial effects of a California Supreme Court case and shows how the courts can affect the role of public employment relations boards in labor-management relations disputes in public education. In a concluding section the authors note that the courts, using familiar judicial paradigms, regularly structure bargaining relationships. The authors also discuss some of the underlying limitations of judicial structuring of school labor-management relations. (Author/MLF)

ED222994 EA015148

Blackmon, C. Robert

The Education Law Component in Educational Administration Programs in Selected U.S. Colleges.

Pub Date 17 Aug 82

Note-15p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (36th, San Marcos, TX, August 15-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Administration; *Education Courses; Government School Relationship; *Graduate Study; Higher Education; Land Grant Universities; Law Schools; *School Law; *Schools of Education; School Surveys; State Universities; Textbooks

Survey instruments requesting information about the teaching of education law were sent to 102 major land grant and state universities with graduate programs in educational administration. All 78 colleges responding in this study offer education law as an elective or a required course. Thirty-three of the respondents returned the questionnaires with syllabi and the names of course titles and texts. The instrument and responses to it form the major portion of this paper. The courses tend to address the following general areas: introduction to education law, legal aspects of American education, education and social policy, administration of public schools and of higher education, constitutional rights and problems in American education (particularly students and teachers), and legal problems related to education personnel. The teaching of education law in colleges of education is on the increase, with courses usually taught by one male full professor without a law degree but of considerable standing locally and nationally. The study concludes that a possibly fruitful area for cooperation exists between the colleges of education and their institutions' law schools in the teaching of education law. (Author/MLF)

ED222995 EA015149

Jennings, Robert E.; Boyle, David T.

The Overseas Activities of Professors of Educational Administration, 1970-1981.

Pub Date Aug 82

Note-43p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (36th, San Marcos, TX, August 15-20, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Rank (Professional); *College Faculty; *Educational Administration; Faculty Fellowships; Financial Support; *Foreign Countries; Higher Education; International Educational Exchange; Leaves of Absence; *Overseas Employment; Sabbatical Leaves; Tables (Data); Teacher Exchange Programs; *Travel

Identifiers-*Overseas Activities

Forty-four professors of educational administration who had participated in the Overseas Clearinghouse file, a self-reporting of information about other nations, were surveyed about their activities. The instrument inquired about what professors were doing in terms of research, teaching, or consulting and how these tasks were being supported. Usable responses were received from 30 professors reporting on 45 activities. The data show that faculty in educational administration who take up overseas activities are most likely to be university professors or associate professors who have chosen to use their sabbatical leaves as opportunities to spend at least half of the academic year in a different place. Most usually, overseas activity involves them in teaching and researching as well as some consulting. Financial support is based on a sabbatical salary to which is added, in many cases, a stipend from the host institution. Some obtain research grants or fellowships. The two most frequently reported areas of specialization are (1) governance and policy studies and (2) organization theory and behavior. The implications of the data are that overseas activity is an individual entrepreneurial effort. Professors go largely out of their own interests to observe or study their own specialty in a foreign setting rather than engage in cross-cultural studies, exchange activities, or cooperative binational studies. (Author/MLF)

ED222996 EA015150

Frankel, Martin M.; Gerald, Debra E.

Projections of Education Statistics to 1990-91. Volume I: Analytical Report.

National Center for Education Statistics (ED), Washington, DC.

Report No-NCES-82-402-A

Pub Date Mar 82

Note-129p.; For related documents, see EA 015 185 and ED 204 859.

Available from-Publications, Statistical Information Office, National Center for Education Statistics, 1001 Presidential Building, 400 Maryland Avenue S.W., Washington, DC 20202 (free).

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Degrees (Academic); Demography; Early Childhood Education; *Educational Trends; Elementary Secondary Education; *Enrollment Projections; Enrollment Trends; *Expenditures; Higher Education; *High School Graduates; Private Schools; Public Schools; School Funds; *School Statistics; Tables (Data); *Teachers; Teacher Supply and Demand; Trend Analysis

In 5 chapters, 3 tables, and 43 figures, the authors describe national educational trends from 1970 to 1980 and project trends to 1990-91. This edition of "Projections" is the first one to be published in two volumes, to include a separate chapter on the demographics underlying the projections, and to omit projections of degrees by field of study. The report covers enrollments at all educational levels, numbers of high school graduates and earners of higher education degrees, numbers of instructional staff, and educational expenditures at all levels. All enrollment data are shown by organizational level and public or private control. Higher education enrollment data are controlled for the additional variables of student age, sex, and attendance status, two- or four-year program, and undergraduate or graduate level. Projections of teacher supply and demand are shown for full- or part-time status, academic rank, school educational level, and public or private control. The authors predict decreases through 1991 in high school graduates and, in higher education, in enrollment, instructional staff, total expenditures, and bachelor's degrees granted. Increases are expected in enrollment, teachers, and expenditures in all elementary and secondary schools. The financial data cover total expenditures, teacher salaries, capital outlays, and interest payments, in current (1980-81) dollars. The appendices contain a general description of the major forecasting techniques, constant dollar indexes from 1970-71 to 1980-81, and a glossary. (MLF)

ED222997 EA015152

Jones, J. William

School Labor Strife: Rebuilding the Team. Communication Alert.

National School Public Relations Association, Arlington, Va.

Pub Date 82

Note-66p.

Available from-Publications, National School Public Relations Association, 1801 North Moore Street, Arlington, VA 22209 ($10.95).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Guides; Administrator Responsibility; *Collective Bargaining; *Communication Skills; Conflict Resolution; Elementary Secondary Education; Government Employees; Interpersonal Communication; Labor Problems; Labor Relations; Participative Decision Making; Principals; Problem Solving; Public Opinion; Public Relations; *School Community Relationship; School Districts; Scope of Bargaining; Superintendents; *Teacher Administrator Relationship; *Teacher Strikes; Unions

Maintaining that the development of a detailed communication plan well in advance of school collective bargaining negotiations will be a critical ingredient in the success of school districts' bargaining efforts, this handbook concentrates on communication before, during, and after the bargaining process, rather than on explicit bargaining techniques. The publication is designed to provide school administrators, board of education members, communication specialists, and concerned educational leaders with practical ideas and techniques for rebuilding the teacher-administrator team after a strike and for achieving school labor peace. Two detailed plans (for use at the district and building levels) are presented for communication before, during, and after negotiations. New systems of negotiation such as the "collective gaining" process used in the Forest Park (Illinois) Public Schools, and the "integrative bargaining" method used in the Livermore (California) Unified School District, are explored in depth. Frequent checklists and examples from actual practice presented throughout the publication offer communication guidelines. Topics discussed include communicating with school personnel, students, parents, the community, and the media; establishing a communication center; and clarifying the responsibilities of principals, superintendents, and school board members. (MLF)

ED222998 EA015153

Amundson, Kristen

Parents Partners in Education = Los Padres Participantes en la Educacion.

American Association of School Administrators, Arlington, Va.

Pub Date 82

Note-21p.; Published in English and Spanish; both versions included. Translated from English into Spanish by Michele Jimenez and Myriam Sigler (Word Wizards, Inc.). Spanish title and version begin on page 12.

Available from-Publications, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (English edition, Stock No. 021-00902; Spanish edition, Stock No. 021-00903; single pamphlets, $.45 plus $.20 postage for each pamphlet, prepaid only; quantity discounts).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; Elementary Education; Experiential Learning; *Family Influence; *Home Study; Learning Activities; Parent Participation; Parent School Relationship; *Parent Student Relationship; *Student Improvement; Student School Relationship

School children can learn even more when the school and parents work as a team. Parents can become active members in the school community by attending parent conferences, volunteering, and voting in school elections. Other ways that parents can help the school are by being aware of what their children are learning in school and communicating with school personnel about any school-related problems. Good nutrition and good health are prerequisites for learning. Parents can teach their children basic skills that make academic learning possible, such as self-confidence and discipline. Television viewing should be limited to a reasonable time period and alternatives should be provided. Establishment of a regular "homework time" without distractions is necessary. This document, presented in both Spanish and English, suggests more than 40 ways parents can encourage their children in the areas of reading, writing, arithmetic, social studies, science, physical education, and the arts. (Author/MLF)

ED222999 EA015156

Jennings, Robert E.

Systems Politics as an Arbiter of Planned Change: The Case of the Deputy in English Local Education Authorities.

Pub Date Mar 82

Note-27p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (New York, NY, March 18-21, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Attitudes; *Administrator Role; Centralization; Decision Making; Educational Change; Foreign Countries; *Government School Relationship; Institutional Autonomy; *Local Government; *Organizational Change; *Power Structure; School Districts; Social Action; Superintendents; Tables (Data)

Identifiers-*England; *System Politics

The organization of local government in England underwent significant structural revision during the 1970s, creating centralized authorities focused on objectives and service delivery systems rather than on organizational structures and the separate services delivered. As the most autonomous local agency prior to reorganization, education was the most threatened by this shift in authority and organizational concerns, finding itself in a situation identified by the author of this report as offering a good opportunity for observing system politics at work. One of four types of politics associated with policy-making, system politics comprises the struggles over structures and procedures to be used for deciding policy. The study reported in this paper turned on how the new government-school relationship affected the role of the deputy director of education. Interviews with governmental and educational administrators and extensive consultation of documentary sources provided the data. The study identified significant changes in the deputy director's role, including a movement away from organizational duties and toward more functional duties, a broadening of responsibilities beyond educational and professional functions to more managerial functions, and a shift from ad hoc tasks to more regular activities in the education department's external relationships. (Author/PGD)

ED223000 EA015157

Truett, Carol

Professional and Geographic Mobility of a Selected Sample of Nebraska Public School Administrators: Differences between Men and Women.

Pub Date 16 Aug 82

Note-29p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (36th, San Marcos, TX, August 15-20, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Attitudes; *Administrators; Elementary Secondary Education; *Occupational Mobility; *Relocation; *Sex Differences; Sex Stereotypes; State Surveys; Tables (Data)

Identifiers-Nebraska

Women have comprised a declining percentage of public school administrators since 1928 when 55 percent of all elementary principals were female. A heretofore unchallenged reason for this decline has been the assumption that women lack geographic mobility and that consequently neither they themselves nor potential employers should consider them serious contenders for administrative jobs which entail moving. This study surveyed 180 public school administrators in Nebraska and found virtually no differences between the sexes in terms of past job mobility or geographic mobility. And although women were slightly less certain about anticipated future job change than men, in terms of anticipated geographic mobility, almost as many women as men feel they will move although both sexes appeared equally reluctant to relocate. (Author)

ED223001 EA015158

Goldhammer, Keith

The Context of Education in the 1980's: The Need for Educational Statesmanship.

Pub Date 16 Aug 82

Note-32p.; Walter J. Cocking Lecture, presented at the Annual Meeting of the National Conference of Professors of Educational Administration (36th, San Marcos, TX, August 15-20, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Education; Administrators; Cultural Context; Democracy; Democratic Values; *Educational Administration; Elementary Secondary Education; *Leadership Training; Politics; Postsecondary Education; *Social Problems; *Social Values; Western Civilization

A substantial review of both the goals of Western civilization and the political realities of American democracy serves to establish the context in which the author of this lecture considers the problems facing educational administrators and the institutions that train them. Noting the failure of civilization to assure mankind of its basic needs for health, security, and freedom, and the tendency of our political system to respond to the shifting pressures of mutually opposed special interest groups by resisting change, the author asserts that statesmanship is the quality most needed in today's leaders, and particularly in educational leaders. To encourage the development of leaders who are both knowledgeable and able to apply their knowledge practically, the author proposes a six-element approach. First, programs should be designed on a scientific basis; second, emphasis should be placed on applicative aspects of the scientific knowledge developed; third, clinical experience should be achieved through effective internship programs; fourth, administrators must specialize in teaching and learning rather than management; fifth, society's realities must be stressed in training as well as in practice; and sixth, the ethical principles of administration and the administrator must be dealt with. (Auhtor/PGD)

ED223002 EA015160

Salmon, Paul B.

"Defining the New Realities."

Pub Date 28 Feb 82

Note-12p.; Paper presented at the Annual Meeting of the American Association of School Administrators (114th, New Orleans, LA, February 26-March 1, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Role; Administrators; Educational Administration; Educational Benefits; Educational Objectives; *Educational Policy; Human Resources; *Policy Formation; Public Policy; School Support; *Social Values

To impress upon his audience the importance of education in the United States and the world, the author of this address discusses several aspects of current social reality that will be vitally affected by the extent of society's support of education. Among the topics on which the author touches are the high quality of the American political process, the need to reestablish education's place on the public agenda, the many ways in which neglecting education costs the nation, the character of education as a necessary and valuable investment, the time scale in terms of which education's impact must be measured, the value of learning how to unlearn faulty information, the importance of teaching love and patriotism, the successes of education, and the responsibility of today's administrators to protect education's interests. (PGD)

ED223003 EA015164

Gersten, Russell

Direct Instruction with Special Education Students: A Review of Evaluation Research.

Pub Date 81
Note-33p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavior Modification; Classroom Techniques; *Disabilities; Educational Innovation; Educational Research; Elementary Education; *Evaluation Methods; Predictor Variables; Program Effectiveness; *Program Evaluation; Research Problems; *Teaching Methods
Identifiers-*Direct Instruction

This paper reviews both the content and the methodological issues involved in the small but growing number of empirical studies on the use of Direct Instruction programs and teaching procedures with special populations. The research reviewed includes experimental and quasi-experimental work, summative evaluations of entire programs, and fine-grained evaluations of single instructional components. These studies evaluate the effects of Direct Instruction reading and language programs among subjects ranging from those with mild academic deficits to the severely handicapped. Studies are organized for discussion according to the type of evaluation design utilized in order to acquaint the reader with the benefits and drawbacks associated with each type of design. For each study reviewed, the major findings are presented and methodological problems and measurement issues analyzed. Directions for future research are suggested. In its final section, the paper turns to the problem of adequately defining independent variables, noting that precision in these definitions is particularly important. Suggestions are drawn from the research for resolving this problem. (Author/PGD)

ED223004 EA015166

Lipham, James M.; Rankin, Robb E.

Change, Leadership, and Decision Making in Improving Secondary Schools.

Wisconsin Center for Education Research, Madison.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-WCER-WP-331
Pub Date Sep 82
Grant-NIE-G-81-0009
Note-84p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Annotated Bibliographies; *Decision Making; Educational Administration; *Educational Change; Educational Innovation; *Educational Research; *Leadership; Leadership Styles; Models; Program Implementation; Research Methodology; School Effectiveness; Secondary Education

The findings of 13 studies of educational change, leadership, and decision-making are summarized in this report. Conducted by the staff of the Project on Administration and Organization for Instruction at the University of Wisconsin Center for Education Research, the studies utilized data gathered in over 100 middle, junior, and senior high schools, some collected over several years and permitting longitudinal analysis. Five of the studies used a rationalistic, quantitative methodology, while the other eight utilized naturalistic, qualitative techniques including interviews, observations, and record analysis. The research on educational change focused on the characteristics of rational and incremental approaches to change, motivations for change, the financial resources and training required for change, and factors inhibiting change. The leadership studies concerned relationships between leadership behavior and situational factors, positional and emergent leadership, and leadership behavior and school effectiveness. The research on decision-making concentrated on the content of educational decisions, staff involvement in decision-making, and individual and group decision-making processes. Drawing on the summarized research, this report proposes a theoretical model synthesizing the interactions over time among and between change, leadership styles, and decision-making processes. The document concludes with abstracts of the 13 studies covered. (Author/PGD)

ED223005 EA015167

Narver, B. J.; And Others

Managing the Politics of Decline: School Closures in Seattle. Public Policy Paper No. 16.

Washington Univ., Seattle. Inst. for Public Policy and Management.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date May 82

Grant-NIE-G-80-0131

Note-45p.; Some pages may reproduce poorly due to broken print of original document.

Available from-Publications, Institute for Public Policy and Management, Graduate School of Public Affairs, University of Washington, 3935 University Way, Seattle, WA 98105 ($4.00).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Board of Education Policy; Case Studies; *Community Involvement; Declining Enrollment; Educational Facilities Planning; Elementary Secondary Education; Government School Relationship; *Policy Formation; Public Education; *Retrenchment; *School Closing; *School Community Relationship

Identifiers-Politics of Education; *Seattle Public Schools WA

Faced with an enrollment decline of over 50 percent since 1962, the board of the public school system in Seattle (Washington) decided in 1981 to close 18 of the district's 112 schools. This report details the decade-long process that led to this decision, treating in particular the changing relationships among the school district, the city, and concerned citizens. Drawing on interviews with local city and school officials and community representatives, and on examinations of the records of the period, the researchers found that the process of school district policy-making on facility utilization had been fraught with many difficulties and had undergone many changes. The roles of the school board and citizen groups in obtaining, developing, and utilizing relevant information changed considerably over the years. Despite an outcome that failed to satisfy all participants fully, the policy development process did lead to some positive results and suggested to the researchers ways in which the many problems raised by massive retrenchment can be overcome. (Author/MLF)

ED223006 EA015168

Blackbourn, Richard; Saterfiel, Thomas H.

An Economic Case for a Compulsory School Attendance Law: A Look at the Class of 1980-81.

Pub Date Aug 82

Note-17p.; Commissioned by the PREPS Advisory Council.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cost Effectiveness; Dropout Rate; *Dropouts; Educational Economics; *Education Work Relationship; Elementary Secondary Education; Employment Patterns; Human Capital; *Income; Public Policy; *School Statistics; Tables (Data); *Taxes

Identifiers-Earning Potential; *Mississippi

Reducing the dropout rate of Mississippi's public education system from its national high of 42 percent of all students in any potential graduating class to the national average of 10 percent of the class cohort would result in substantial economic benefits to the state far outweighing the related costs, according to this analysis of relevant statistics. Assuming that students who dropped out of school had instead graduated and then obtained employment at pay rates equivalent to those of actual high school graduates, the research uses census and school statistics to develop a very conservative estimate that reducing the dropout rate could eventually increase state revenues by $225 million or more each year. Tables detail dropout rates, relative earning power at different educational levels for individuals and for student cohorts, potential productivity rates at different dropout levels, and potential tax revenue increases. (PGD)

ED223007 EA015169

McDowell, Lena M.

Estimates of Local Public School System Finances, 1980-81.

National Center for Education Statistics (ED), Washington, DC.
Report No-NCES-82-115
Pub Date 82
Note-37p.; Not available in paper copy due to small print of original document.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Finance; Elementary Secondary Education; *Expenditures; *Financial Support; National Surveys; Public Education; Resource Allocation; *School Statistics; School Support; Tables (Data)

Estimated 1980-81 income and expenditure data for public elementary and secondary schools in each state and several outlying jurisdictions of the United States are presented in this statistical report. These figures were collected prior to the end of the school year. (A comparison of previous years' estimates with the certified figures made available later is provided to help readers assess the reliability of the estimates.) The information is presented in the form of charts and tables with brief introductory paragraphs highlighting major trends and patterns in the data. The tables cover sources, types, and totals of revenue and nonrevenue receipts, and types and totals of expenditures, capital outlay, and debt service for each state. Charts show present expenditure per pupil and teacher salary levels in each state in rank order. (PGD)

ED223008 EA015170

Westbrook, John D.

Considering the Research: What Makes an Effective School?

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Sep 82
Contract No-400-80-0107
Note-45p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement; Administrator Role; Classroom Techniques; Educational Environment; *Educational Research; Elementary Secondary Education; *Institutional Characteristics; *School Effectiveness; Student Behavior; Student Role; *Student School Relationship; Teacher Behavior; Teacher Role; Teaching Methods

Four general types of literature related to school effectiveness are reviewed in this paper and the more consistent research findings synthesized. The literature types considered are case studies (descriptions of effective schools), comparative studies (comparisons of effective and ineffective schools), program evaluations (examinations of effectiveness-oriented programs), and reviews of the school effectiveness literature. The literature is divided into three groups for coherent synthesis: group 1 consists of five case studies and a review of the literature, all of seminal significance and frequently cited; group 2 includes studies and reviews that address further the issues raised in the studies in the first group; and group 3 studies do not utilize measures of student achievement and are the least frequently cited. The synthesis of this literature begins with consideration of definitions and concepts of school effectiveness and of qualifications limiting the applicability of the research findings. The review then discusses the major factors affecting school effectiveness as identified in the research, including time on task, expectations for student achievement, student success rates, curriculum alignment, staff task orientation, behavior management techniques, school environment, staff cooperation, instructional leadership, parent participation, and instructional practices. A bibliography lists the 107 documents reviewed. (Author/PGD)

ED223009 EA015171

Kaser, Joyce S.; And Others

Sex Desegregation Assistance Centers (SDACs): A Survey of Their Programs and Practices.

Pub Date 22 Mar 82

Note-47p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Attitudes; Elementary Secondary Education; *Equal Education; *Federal Programs; Government School Relationship; *Information Centers; National Surveys; Nondiscriminatory Education; School Districts; *Sex Fairness; Technical Assistance

Identifiers-Civil Rights Act 1964 Title IV; *Sex Desegregation Assistance Centers; Title IX Education Amendments 1972

Title IV of the Civil Rights Act of 1964 authorized the creation of sex desegregation assistance centers (SDACs) to provide local education agencies with technical assistance and training for improving sex fairness in education. This role was later expanded to include assisting local districts in implementing Title IX of the Education Amendments of 1972. This document reports the results of a survey designed to obtain information on the role, function, and effectiveness of the SDACs, to determine the current need for sex desegregation assistance, to suggest future directions for civil rights assistance activities, and to identify areas for future research and investigation. The surveys were completed by all 11 directors of the SDACs and by 6 of the 10 regional office directors of the Office of Civil Rights (OCR). The report focuses on the differing perceptions of the SDAC and the OCR directors, SDAC coordination with other agencies, SDAC evaluation and accountability, factors inhibiting provision of optimally effective services, and achievements in promoting sex equity. The researchers found needs for the services; for consistent administration, support, and federal funding; for coordination between SDACs and other agencies; and for a comprehensive, longterm evaluation of the program. (Author/PGD)

ED223010 EA015185

Frankel, Martin M.; Gerald, Debra E.

Projections of Education Statistics to 1990-91. Volume II: Methodological Report.

National Center for Education Statistics (ED), Washington, DC.

Report No-NCES-82-402B

Pub Date 82

Note-51p.; For related documents, see ED 204 859 and EA 015 150.

Available from-Statistical Information Office, National Center for Education Statistics, Mail Stop 1001, 400 Maryland Avenue S.W., Washington, DC 20202 (free).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Degrees (Academic); Demography; Early Childhood Education; *Educational Trends; *Enrollment Projections; Enrollment Trends; Expenditures; Higher Education; High School Graduates; Private Schools; Public Schools; *Research Methodology; School Funds; *School Statistics; *Statistical Analysis; Tables (Data); Teachers; Teacher Supply and Demand; Trend Analysis

This methodological report describes in five chapters the techniques and assumptions that underlie and greatly influence the projections shown in the first volume of "Projections of Education Statistics to 1990-91." Chapter 1 describes the general methodology and assumptions used to produce the projections in Volume I. Chapters 2 through 5 provide specific information on the methodology and assumptions used to produce the projections for each corresponding chapter of Volume I. Each of these chapters contains the following information: (1) a description of the basic methodology; (2) tables of projection equations and related statistics; (3) tables of percentages and rates used to make projections; (4) a table of basic assumptions underlying the projections; and (5) a table describing the methods used to estimate missing data items. The report's appendix contains tables of economic and demographic time-series data that were also used to produce the projections in Volume I. (Author/MLF)

ED223011 EC150311

Cohen, Libby; And Others

The Relationship between Language Disorders, Learning Disabilities, Verbal and Performance IQ Discrepancies and Measures of Language Abilities.

Pub Date Apr 82

Note-18p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982

, Session F-2).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education; Intelligence Quotient; *Language Handicaps; *Learning Disabilities; *Scores; *Screening Tests; *Testing; Testing Problems

The relationship between language disorders, learning disabilities, verbal and performance IQ discrepancies and six tests frequently used in screening language disordered children was examined with 95 students in grades 4-12 classified as learning disabled and/or language disabled. Ss were divided into three groups based on profiles from the Wechsler Intelligence Scale for Children-Revised and compared with Ss randomly selected from the non-learning disabled population. Results showed that the language disordered Ss had the greatest difficulty with tests that assess memory, attention, word retrieval, identification of antonyms, passive relationships, and sequencing. Cautions are offered about interpreting results when specific subtests are used to identify students with language disorders. (Author/CL)

ED223012 EC150312

Swartz, Stanley L.; Benjamin, Candice

The Use of Punishment and Time-Out in a Residential Treatment Program for Emotionally Disturbed Children.

Western Illinois Univ., Macomb. Coll. of Education.

Pub Date Sep 82

Note-15p.; Paper presented at a Conference on Programming for the Developmental Needs of Adolescents with Behavior Disorders (Minneapolis, MN, September, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Change; Behavior Modification; *Behavior Problems; Elementary Secondary Education; *Emotional Disturbances; *Punishment; Severe Disabilities; *Timeout

The use of punishment and time-out with 54 severely emotionally disturbed and behavior disordered children (7-13 years old) in a residential school and treatment program was examined. Both exclusion (E:TO) and isolation (I:TO) varieties of time-out were applied. In E:TO, the student was placed in a portion of the room not being used or in the hall. In I:TO, the child was placed in a separate room used exclusively for time-out. Used as a last resort, punishment usually meant loss of privilege. Staff coded and weighted inappropriate behavior. Analysis of mean antecedent and subsequent behavior values obtained with the use of punishment, I:TO and E:TO indicated that severity of behaviors increased with both the use of punishment and the two types of time-out. Limitations of a typical program trying to impose strict experimental controls are cited. (CL)

ED223013 EC150313

Sherry, Lee

Behavioral and Psychometric Characteristics of Educable Mentally Retarded, Emotionally Handicapped, Learning Disabled, At-Risk and Normal Students. Final Report.

North Carolina Univ., Charlotte.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date 82

Grant-NIE-G-80-0198

Note-343p.

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-*Classification; Clinical Diagnosis; *Educational Diagnosis; Elementary Education; Emotional Disturbances; Handicap Identification; High Risk Persons; Labeling (of Persons); Learning Disabilities; *Mild Disabilities; Mild Mental Retardation; Observation; *Psychometrics; Student Behavior; *Student Characteristics

The study, involving 100 children (11 and 12 years old), was designed to generate descriptive data regarding the behavioral and psychometric characteristics of exceptional children in the public schools. A review of the literature revealed that it is difficult to make a differential diagnosis among educable mentally retarded (EMR), emotionally disturbed (ED), and learning disabled (LD) students when behavioral and psychometric characteristics of each group are considered. Limited empirical research has been undertaken to quantify similarities or differences in the characteristics of these categories of exceptional students in the public schools. Five groups of Ss (20 EMR, 20 ED, 20 LD, 20 at-risk, and 20 normal) were directly observed in the public schools and were assessed by commonly used psychometric measures. The latter two groups served as controls to evaluate the effectiveness of the behavior observation procedure and to serve as comparison groups for the observational procedure and the psychometric test battery. Teams of observers and certified psychometricians collected behavioral and psychometric data in 22 elementary schools. Results indicated that the exceptional, at-risk, and normal students did not differ in behavioral characteristics. However, data suggested that exceptional children showed lower frequencies of non-task oriented behavior and higher frequencies of task oriented behavior when placed in special education resource rooms. Cognitive, achievement, self concept, and visual-motor measures were administered to all groups. Results suggested that exceptional children do not differ among groups on achievement, self concept, and visual-motor measures. At-risk and normal Ss generally yielded significantly higher scores on all psychometric assessment devices. Findings of the investigation with regard to the labeling and placement of exceptional children in special education programs were discussed. Also considered were the efficacy of special education resource room programs, noncategorical special education models, and implications for teacher preparation. (Author/SW)

ED223014 EC150314

Roysdon, Douglas

Puppetry: Opportunities for Success.

Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.
Pub Date Jun 82
Note-35p.; A part of the Arts in Special Education Project of Pennsylvania program.
Available from-Arts in Special Education Project of Pennsylvania, 236 Union Deposit Mall, Harrisburg, PA 17111 ($2.50).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Art Activities; Creative Activities; *Creative Expression; *Disabilities; *Material Development; *Puppetry; Teaching Methods

The booklet describes ways in which puppetry can promote growth in special and regular education students. Current usage is traced in four categories: puppetry as a demonstrative teaching tool, as an approach to help develop language and communication skills, as a therapeutic tool, and as a form of theater and school arts. Guidelines are presented for involving students in a puppet making experience, and the teacher is instructed to first identify objectives, choose a puppet type, construct puppet examples, and finally devise the total plan (which encompasses factors of motivation, materials, and creative puppet play.) Paper plate, stick, spoon and sock puppets are among the 17 types briefly described. Two additional sections analyze common materials and tools used in puppetry. Final remarks focus on the potential of puppetry for promoting students' personal growth and development. (CL)

ED223015 EC150315

Lonker, Sherrie

A Sensorial Approach to Art: Pre-Art Discovery with Severely and Profoundly Impaired Children.

Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.

Pub Date Jun 82

Note-32p.; A part of the Arts in Special Education Project of Pennsylvania program.

Available from-Arts in Special Education Project of Pennsylvania, 236 Union Deposit Mall, Harrisburg, PA 17111 ($2.50).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Art Therapy; Case Studies; *Creative Expression; Elementary Secondary Education; *Sensory Experience; *Sensory Training; *Severe Disabilities; Teaching Methods

The booklet presents an art therapist's thoughts on contributions of art therapy to the development of severely and profoundly impaired students. She emphasizes the importance of sensory exploration as an introduction to the child's environment. Also stressed is the importance of positive and accepting attitudes on the part of teachers or therapists. The process orientation is illustrated in two case studies. Artistic, play, psychosexual, psychosocial, and cognitive development of young children (birth to 4) is charted. Suggestions are given on approaches to foster exploration, types of materials used, motivational factors, structure of the session, and adaptations which may be required for physical disabilities. (CL)

ED223016 EC150316

Kornblum, Rena Beth

A Perceptuo-Cognitive-Motor Approach to the Special Child.

Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.

Pub Date Jun 82

Note-39p.; A part of the Arts in Special Education Project of Pennsylvania program.

Available from-Arts in Special Education Project of Pennsylvania, 236 Union Deposit Mall, Harrisburg, PA 17111 ($2.50).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Auditory Perception; Aural Learning; *Disabilities; *Games; Kinesthetic Perception; Mainstreaming; *Motor Development; Movement Education; *Perceptual Handicaps; *Perceptual Motor Coordination; Remedial Instruction; Social Adjustment; *Teaching Methods; Visual Learning; Visual Perception

A movement therapist reviews ways in which a perceptuo-cognitive approach can help handicapped children in learning and in social adjustment. She identifies specific auditory problems (hearing loss, sound-ground confusion, auditory discrimination, auditory localization, auditory memory, auditory sequencing), visual problems (visual acuity, figure-ground confusion, visual discrimination, visual localization, visual memory, and visual sequencing), and motor problems (physical handicaps, coordination, body image, spatial awareness, kinesthetic memory, and motor sequencing.) She discusses ideas for mainstreamed children with auditory, visual, or motor problems, and then details perceptuo-cognitive motor games designed to remediate the problems. (CL)

ED223017 EC150317

Dehouske, Ellen

Listen to the Story: Using Spontaneous Story-Writing with Students.
Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.
Pub Date Jun 82
Note-32p.; A part of the Arts in Special Education Project of Pennsylvania program.
Available from-Arts in Special Education Project of Pennsylvania, 236 Union Deposit Mall, Harrisburg, PA 17111 ($2.50).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Class Activities; *Creative Expression; *Emotional Disturbances; Emotional Problems; *Fantasy; Language Arts; *Story Telling; Teacher Role; Teaching Methods; Writing (Composition)

The role of spontaneous story writing in the education of normal and emotionally troubled students is examined. A review of the theoretical and research base touches on the value of fantasy production in language development, self exploration, and problem solving. Classroom application is examined in terms of the need for a facilitative environment, the teacher's role as listener and model, and the benefits of the students feeling accepted and understood. Illustrations are provided of stories written by a disturbed adolescent who learned to express herself and to feel a sense of belonging with other students. Appendixes provide information on sample story making activities. (CL)

ED223018 EC150318

Schwartz, Elizabeth K.
Music and the Mainstreamed Child: A Practical Approach.
Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.
Pub Date Jun 82
Note-36p.; A part of the Arts in Special Education Project of Pennsylvania program.
Available from-Arts in Special Education Project of Pennsylvania, 236 Union Deposit Mall, Harrisburg, PA 17111 ($2.50).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavior Problems; *Disabilities; *Mainstreaming; Music Activities; *Music Therapy; Social Adjustment; Teacher Attitudes; *Teaching Methods

A music specialist presents guidelines for using music to help integrate handicapped children into mainstreamed settings. Basic concepts regarding the nature of disability and the possible options for mainstreaming are considered. She addresses eight types of problems which may be exhibited by handicapped students and suggests musical ideas for each type: physical problems, sensory problems, perceptual/processing problems, motor problems, communication/language problems, cognitive problems, behavior problems, and social problems. A final section addresses the awareness, attitudes, methods and materials, and teaching strategies necessary for adapting music to the mainstreamed setting. (CL)

ED223019 EC150319

Pasos para Aprender: Un Manual para las Personas Que Trabajan con Ninos Sordos-Ciegos en Establecimientos Residenciales (Learning Steps: A Handbook for Persons Working with Deaf-Blind Children in Residential Settings).

Southwestern Region Deaf-Blind Center, Sacramento, Calif.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Centers and Services for Deaf-Blind Children.

Pub Date 77

Note-146p.; For the English version, see EC 150 643.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Deaf Blind; Eating Habits; Multiple Disabilities; Play; Preschool Education; Residential Programs; *Self Care Skills; *Sign Language; Teacher Role; Teaching Guides; *Teaching Methods

Written in Spanish, the handbook for persons working with deaf blind children in residential settings includes general suggestions, specific teaching activities, and an introduction to sign language. The book is based on the John Tracy Clinic Correspondence Learning Program for Parents of Preschool Deaf Blind Children. General suggestions are provided for topics such as setting goals, and encouraging independence and for dealing with the child's sight, hearing, health, discipline, language, and play. A major portion of the document consists of specific activities and illustrations for teaching the following skills (sample subsections are in parentheses): body movement (walking, body awareness); eating (using utensils, setting the table); dressing (selecting clothes, tying shoes); toilet training (flushing the toilet, washing hands); personal hygiene (brushing teeth, washing hair); and play (playing Simon Says, following an obstacle course). Basic signs are introduced with each activity, and the final section of the document contains illustrations of the manual alphabet and more than 120 signs. (SW)

ED223020 EC150320

Scheffler, Joye A.; And Others

The Institute for Deaf-Blind Studies: Proceedings.

Southwestern Region Deaf-Blind Center, Sacramento, Calif.; Texas Education Agency, Austin.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Centers and Services for Deaf-Blind Children.

Pub Date 76
Note-100p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Auditory Evaluation; Behavior Modification; *Child Development; Cognitive Development; Communication Skills; *Deaf Blind; Elementary Secondary Education; Employment; *Evaluation Methods; Instructional Materials; Intervention; Motor Development; Multiple Disabilities; Observation; Parent Education; Perceptual Motor Learning; *Rehabilitation; Sensory Aids; Teaching Methods

The document contains 16 papers from the Institute for Deaf Blind Studies, a program to bring together many disciplines and to place emphasis on every aspect of the learning and teaching activity involved in the development of deaf-blind children. The following titles and authors are included: "Current Status of the Rubella Problem" (P. Ziring); "Audiological Considerations in Evaluating and Managing Deaf-Blind Children" (A. Dahle); "Developmental Evaluation in the Assessment for Rehabilitation Potential of Deaf-Blind Multihandicapped Children" (J. Brower); "Role of Sensorimotor Experience and Perception in the Acquisition of Language" (C. Groves); "Significance of Motor Development in the Deaf-Blind Child" (R. Folio); "Examining the Deaf-Blind Child--A Communication Gap" (R. Jose); "Instructional Materials for Use with Deaf-Blind Children" (J. Dyrda); "Developmental Assessment and Evaluation through Teacher Observation" (N. Barraga); "Environmental Coding--An Approach for Facilitating Cognitive Development in Deaf-Blind Children" (R. Jackson); "New Developments in Communication for Deaf-Blind People" (C. Laenger, Sr.); "Aids and Appliances for Employment and Rehabilitation of Blind and Deaf-Blind Individuals" (G. Dalrymple); "Programming for and Rehabilitation of the Low-Functioning, Nonambulatory Deaf-Blind Child" (B. Bell and C. Hain); "Helping Parents to Help Their Handicapped Child" (K. Hudson); "Interpersonal Aspects of Intervention Strategies in the Rehabilitation of Handicapped Children" (S. Mouchka); "Principles of Behavior Management, Disciplines, and Child Rearing Based on Three Psychological Theories" (M. Wyrick); and "Quality Education and Its Impact upon Rehabilitation Services and Their Probable Outcome for Blind and Deaf-Blind Students" (C. Raeke). (SW)

ED223021 EC150321

Gray, Jill M.; Dantona, Robert

Training Occupational, Physical, and Recreational Therapists in the Area of Deaf-Blind: Proceedings (Dallas, Texas, July 28-31, 1975).

Southwestern Region Deaf-Blind Center, Sacramento, Calif.; Texas Education Agency, Austin.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Centers and Services for Deaf-Blind Children.

Pub Date 77

Note-75p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Achievement; Communication Skills; Creative Dramatics; *Deaf Blind; Elementary Secondary Education; Language Acquisition; Leisure Time; Movement Education; Multiple Disabilities; *Occupational Therapy; *Physical Therapy; *Recreation; Rubella; Self Care Skills; Stimulation; Therapists

The document contains 12 papers from the 1975 National Conference for Training Occupational, Physical, and Recreational Therapists in the Area of Deaf-Blind to assist in improving services to deaf-blind children and youth and thereby reduce the impact of their multiple impairments. Entries include the following titles and authors: "Transdisciplinary Approaches to Education and Therapy for Deaf-Blind Children" (E. Hammer); "Low-Vision Rehabilitation" (F. Porter); "Movement in Communication and Language Development of Deaf-Blind Children" (N. Fieber); "A Teacher's Approach to Sensory Stimulation of the Nonambulatory Deaf-Blind Child" (C. Battle); "Sensory Stimulation--The Role of the Therapist and the Special Educator" (C. Stone); "Creative Dramatics--Sensory Stimulation and Creativity for the Multiply Handicapped Child" (C. Stensrud); "The Teacher and the Child Functioning at the Self-Help Skills Level" (R. Condon); "The Occupational Therapist and the Deaf-Blind Child at the Basic Self-Help Skills Level" (B. Scanlan); "Recreation for Deaf-Blind Children" (T. Graham); "Daily Living and Leisure Skills Leading into Academic or Prevocational Skills" (T.Ballou); and "Recreation Via Motor Education" (J. Thomas). Among the topics covered within the presentations are early development of congenital rubella children, movement programs designed for communication, the motor base for learning, examples of creative dramatic activities, outdoor education/camping for the deaf-blind, home-based and community recreation, and problems of the deaf-blind. (SW)

ED223022 EC150322

Scheffelin, Edward J.

Project Word-Back: Exploratory Follow-Up Study on Deaf-Blind (Rubella) Children in California.

Southwestern Region Deaf-Blind Center, Sacramento, Calif.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [73]

Note-120p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Child Development; Cognitive Development; Communication Skills; *Deaf Blind; Early Childhood Education; Emotional Development; Followup Studies; Language Acquisition; Perceptual Development; Psychomotor Skills; *Rubella; Self Care Skills; Social Development

Project Word-Back, an exploratory followup study of 21 young deaf-blind (Rubella) children (6 to 9 years old), was conducted to establish a tentative reference source of information, obtain teacher estimates on selected aspects of the current functioning level of a sample of children, and provide basic data from which hypotheses may be formulated for further study and which can be used in program planning. Four instruments were developed and used for making a classroom observation, interviewing teachers and parents, and examining cumulative records. Data were collected regarding language and communication skills, cognitive development, social and emotional development, self help performance, perceptual development (auditory, tactile, and visual), and both gross and fine motor performance. Three indications from the tabulated data were: all of the deaf-blind (Rubella) children in the sample made functional gains; 10 of the 21 children made substantial gains in functioning level as well as unexpected school progress; the children in the older age group outperformed the children of the younger age group in reported functioning level gains since diagnostic school evaluations; parents reported that their children were making a great deal of progress in their parent school programs; and many parents believed that the progress was due to the availability of full-time public school programs for deaf-blind children. Suggestions for further areas of research with deaf-blind (Rubella) children included the processing of multiple sensory stimuli, the types of responses that can or should be required from the children in learning situations, and the effect of an appropriate peer model on children's performance. (Author/SW)

ED223023 EC150323

Southwestern Region Deaf-Blind Center Selected Workshop Papers, 1970-1973.

Southwestern Region Deaf-Blind Center, Sacramento, Calif.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Sep 74
Note-118p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Auditory Evaluation; *Auditory Training; *Communication Skills; *Deaf Blind; Elementary Secondary Education; *Evaluation Methods; Family Problems; Family Relationship; Language Acquisition; *Learning Processes; Preschool Education; Teaching Methods; Total Communication; *Vision

The document contains 18 presentations from Southwestern Region Deaf-Blind Center workshops held from 1970 to 1973 and covering the areas of assessment, vision, auditory training, communication, learning, family, and problems. Entries included the following titles and authors: "Methods for Assessing the Status and Growth of Preschool Deaf-Blind Children" (F. Elzey); "Audiologic Assessment of Deaf-Blind Babies" (A. McClatchie); "The Rubella Child: An Ophthalmologic View" (J. Donin); "What Do You See?" (E. Jackson); "Auditory Function and the Deaf-Blind Child" (B. Franklin); "Residual Hearing and Auditory Training" (B. Franklin); "Auditory Testing for the Multi-Handicapped" (M. Lowell); "A Parental Guide to the Auditory Training in the Deaf-Blind Child, Not So Much a Program--More an Attitude" (A. McClatchie); "Language: A Comprehensive Approach" (L. Anderson); "The Role of Vision in Communication with Deaf-Blind Children" (A. Galloway); "Total Communication and Conceptual Learning" (R. Howell); "Language--What Is It?" (S. Kirchner); "Basic Steps in Building Communication" (S. Meyer); "Play as a Learning Experience" (B. Gold); "Program Planning for the Multi-Handicapped Child" (C. Hatcher); "Psychosocial Problems of the Handicapped Child and His Family" (J. Call); and "Problems in the Raising of Deaf-Blind Children" (A. Nemon). (SW)

ED223024 EC150324

Carr, LaVernya K.; And Others

Pre-Career Curriculum Guide for Deaf-Blind. Parts I-III.

California School for the Blind, Berkeley.; Callier Center for Communication Disorders, Dallas, Tex.; Southwestern Region Deaf-Blind Center, Sacramento, Calif.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Centers and Services for Deaf-Blind Children.

Pub Date [74]

Grant-OEG-0-9-536003-4093-05

Note-296p.; The document was prepared for and coordinated by the House of Guiding Hands, Lakeside, California.

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Classroom Techniques; Communication Skills; *Curriculum; Curriculum Guides; Daily Living Skills; *Deaf Blind; Elementary Secondary Education; Eye Hand Coordination; Home Economics Skills; Interpersonal Competence; *Job Skills; Learning Activities; Money Management; *Prevocational Education; Rubella; *Sheltered Workshops; Simulation; Teaching Methods; Time Perspective; Units of Study; Visually Handicapped Mobility

The two-volume document provides a pre-career curriculum guide for professionals and teachers working with deaf-blind students. Part 1 contains professionals and teachers working with deaf-blind students. Part I contains introductory information. Pointed out is the void in providing adequate programs for deaf-blind students over the age of 10. Subsidiary problems to the major problem are seen to include nonexistence of fulltime vocational training programs and difficulties with securing a job position. Also covered in part 1 are student vocational needs, definitions of terms, steps in program development, interpretation of results from the parent and professional

questionnaires, program goals, development of eye-hand coordination, and procedures for developing daily living skills (toileting, eating, nasal hygiene, oral hygiene, undressing and dressing, care of clothing, grooming, and posture). Part 2 contains pre-career curriculum units for the following areas: communication, social skills, telling time, schoolroom maintenance, housekeeping, hospital housekeeping, shopping, cooking, money management, and travel and orientation. Units contain instructional objectives, materials needed, procedures, and illustrations. Part 3, which makes up the second volume, presents workshop manipulative activities designed to help the classroom teacher in developing a simulated work experience program prior to sheltered workshop placement. Each of the activities is similar to jobs that are found in a sheltered workshop. Outlined for each activity is the task procedure, task objective, potential use, source of practice materials, materials for construction, and construction procedures. Illustrations are also provided. Among the 30 activities outlined are the following: paper folding, stapling, straightening bent nails, sorting, button sewing, cracking walnuts, and packing. Appended are an index to illustrations, and descriptions of agencies in seven metropolitan areas. (SW)

ED223025 EC150325

Trained Aides as Baby Sitters of Deaf-Blind Children.
Southwestern Region Deaf-Blind Center, Sacramento, Calif.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 75
Note-138p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Child Caregivers; Curriculum; *Deaf Blind; Infants; Job Training; Models; *Paraprofessional Personnel; Program Descriptions; Program Evaluation; Records (Forms); Respite Care
Identifiers-*Babysitters; *Trained Aides as Baby Sitters Program

The document contains the coordinator's guide, recruitment guide, practicum guide, training model, curriculum guide, bibliography, and evaluation guide for TABS, (Trained Aides as Baby Sitters), a training program that prepares individuals to be competent sitters for deaf-blind children and that provides a curriculum tailored to the needs of the child and the parents. The coordinator's guide addresses the three TABS learning situations (classroom, laboratory, and practicum), recruitment, and teacher selection and orientation. The recruitment guide offers a set of forms to be used in registering TABS trainees and authenticating appropriate approvals. The practicum guide contains message forms and data folder useful for written communication between the parent and the TABS trained individuals. A section on the training model presents a table of curriculum and performance objectives with reference notes and subsections on play, toys and play equipment, creative activities, sensory awareness, hearing and hearing aids, and vision and glasses. A guide for trainees describes general child care, care of deaf-blind children, and pointers for baby-sitters. A bibliography includes resources on baby-sitting, child health, special childhood diseases and disorders, common childhood ailments, and child development. A set of evaluation forms completes the document. (SW)

ED223026 EC150326

The Psychologist, Audiologist, and Speech Pathologist and the Deaf-Blind Child: Proceedings (San Jose, California, November 5-7, 1975).

Southwestern Region Deaf-Blind Center, Sacramento, Calif.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Centers and Services for Deaf-Blind Children.
Pub Date 78
Note-24p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Allied Health Personnel; *Audiology; Clinical Diagnosis; *Deaf Blind; Educational Diagnosis; Elementary Secondary Education; Evaluation Methods; Language Acquisition; *Psychologists; *Role Perception; Speech Therapy; *Student Evaluation; *Therapists

The booklet offers five presentations from a 1975 special conference on the role of the psychologist, audiologist, and speech pathologist in working with the deaf-blind child. The first paper, "Meeting the Needs of the Severely Handicapped" by L. Hall, addresses the needs of special education, the role of administration in special education, and the role of parents as a moving force. B. Franklin reviews "New Techniques for the Auditory Evaluation of Deaf-Blind Children" such as the Crib-O-Gram for testing the hearing of infants. "The Role of the Language Therapist with the Deaf-Blind" is seen by B. Dybdal to include diagnosis of the language disorder, assessment of student behavior in terms of development, evaluation of receptive and expressive language, and establishment of goals/objectives for each child. In "The Psychologist and the Deaf-Blind Child," R. Stillman concludes that psychologists can perform an important function simply by evaluating the validity of assessment methods utilized with deaf-blind children and that psychologists with a broad perspective can describe for the teacher a deaf-blind child's behavior with reference to the entire complex of cognitive, attentional, language, communicative, social, and emotional factors that comprise human behavior. A final article by J. Cooper, "Composite Evaluation," offers suggestions for the educational diagnostician which include using social rewards, learning some kind of signing, defining visually and tactually the area you will be working in with the child, ignoring problem behavior unless it interferes with the work, and observing the child in the home and the classroom. (SW)

ED223027 EC150327

Ogletree, Earl J.; Atkinson, Lillian M.
Mainstreaming Teachers Favor Mainstreaming.
Pub Date 15 J [illegible] 82
Note-7p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Disabilities; Elementary Secondary Education; *Mainstreaming; Peer Acceptance; Surveys; *Teacher Attitudes

A survey of 112 regular classroom teachers (primary-junior high) examined their attitudes toward mainstreaming handicapped students. The majority of teachers had a favorable attitude towards mainstreaming and expressed the need for inservice training and supportive assistance, but stated less desire for participation in the individualized education program planning for mainstreamed students. Respondents cited the need for limiting numbers of mainstreamed students and were divided about academic and self concept expectations for them. Other results included that 63% of experienced teachers said regular students did not ridicule their mainstreamed peers; the same percentage of all teachers believed mainstreaming would help nonhandicapped children understand their handicapped peers; and the majority indicated the importance of preparing regular students for mainstreaming. (CL)

ED223028 EC150328

Parents Can Be the Key...To an Appropriate Education for Their Handicapped Child.

PACER Center, Inc., Minneapolis, MN.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date Apr 81

Note-29p.

Available from-PACER Center, Inc., 4701 Chicago Ave. South, Minneapolis, MN 55407 ($1.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Child Advocacy; Civil Rights; *Disabilities; Equal Education; Federal Legislation; *Individualized Education Programs; *Parent Role; Parent School Relationship; Special Education

Identifiers-*Minnesota

Written for parents of handicapped children in Minnesota, the booklet decribes parents' rights and responsibilities in special education. The question and answer format addresses the following topics: changing rights as a result of P.L. 94-142 (The Education for All Handicapped Children Act) and Section 504 of the Rehabilitation Act of 1973; types of disabilities and ages of eligibility; components of the assessment process; parental role in assessment; individualized education programs; related services; appropriate placement; procedures (including due process hearings and appeals) that parents can take when they do not agree with the schools; suggestions for communicating with the school; and ways to be a good advocate. The booklet concludes with answers to seven rights-related questions and a list of Minnesota organizations and referral sources. (CL)

ED223029 EC150329

Parents Train Parents: A Plan and a Program.

PACER Center, Inc., Minneapolis, MN.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
Pub Date 81
Note-24p.
Available from-PACER Center, 4701 Chicago Ave. South, Minneapolis, MN 55407 ($1.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Advocacy; Civil Rights; *Disabilities; *Parent Education; Parent Role; *Program Development; Publicity; *Workshops
Identifiers-PARENTS TRAIN PARENTS Project

The booklet describes PARENTS TRAIN PARENTS, a project in which parents of handicapped children help other parents understand their rights and responsibilities under state and federal laws. The booklet is intended to help potential adopters modify program aspects for local settings. The model is analyzed in terms of user concerns, program characteristics, minimum standards for replication, and developer-furnished materials (from the PACER Center, Inc.). Five phases of the model are examined: public information and education, workshops for parents of all handicapped children (community-based), workshops for specific groups, advocacy training, and individual advocacy assistance. Additional program aspects addressed are trainees and incentives, necessary conditions for management and staffing, and evaluation. A concluding section cites data on the effectiveness of each of the five phases and considers cost samples. (CL)

ED223030 EC150330

Early Intervention Services for At Risk and Developmentally Delayed Children below School Age.

Association for Retarded Citizens, Arlington, TX. National Research and Demonstration Inst.

Pub Date [81]

Note-14p.

Available from-ARC Association for Retarded Citizens, National Research and Demonstration Institute, P.O. Box 6109, Arlington, TX 76011

(Publication No. 30-22, no price quoted).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Agency Cooperation; Coordination; *Developmental Disabilities; Family Involvement; High Risk Persons; Infants; *Intervention; Labeling (of Persons); Position Papers; Preschool Education; Screening Tests; *Services; Young Children

Identifiers-*Association for Retarded Citizens

the position statements of the Association for Retarded Citizens address major issues in early intervention for preschool age children with possible handicaps. Among statements offered are that public support should be maintained in maternal and child health block grant and in preschool incentive grants and demonstration programs; that multi-faceted screening programs should be available to all children at birth; that categorical labeling should be postponed until there is adequate proof of a specific condition; that a variety of services should be available to young at-risk and developmentally delayed children and their families; that parents should be afforded the opportunity to become involved in the intervention program; and that services should be coordinated among public and private agencies. (CL)

ED223031 EC150331

The Prevalence of Mental Retardation.

Association for Retarded Citizens, Arlington, TX. National Research and Demonstration Inst.

Pub Date 82

Note-19p.; Adapted from "Mental Retardation: The Changing Outlook" by Robert P. Ingalls, 1978 by John Wiley and Sons, Inc. Available from the publisher, 605 3rd Ave., New York, NY 10158 ($26.95).

Available from-ARC Association for Retarded Citizens, National Research and Demonstration Institute, P.O. Box 6109, Arlington, TX (Publication No. 55-11, no price quoted).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Age Differences; Definitions; Economically Disadvantaged; *Incidence; *Mental Retardation; *Research Problems; Sex Differences; Socioeconomic Influences; Trend Analysis

The booklet addresses issues regarding the prevalence of mental retardation. Difficulties in obtaining prevalence figures are noted, specifically limitations of the use of the population curve. Prevalence studies are reviewed and methodological problems cited. Sex, age, and socioeconomic factors in the prevalence of mental retardation are described, as are effects of raising children in an economically disadvantaged home. Possible reasons for fluctuations in prevalence are offered, particularly the changing definitions of mental retardation. A concluding section summarizes prevalence information and suggests that the majority of people labeled mentally retarded fall into a gray area of "relative retardation." (CL)

ED223032 EC150332

Menolascino, Frank J.; Neman, Ronald

Mental Retardation: The Search for Cures. Research Monograph Number 7.

Association for Retarded Citizens, Arlington, TX. National Research and Demonstration Inst.

Pub Date 82

Note-23p.

Available from-ARC Association for Retarded Citizens, National Research and Demonstration Institute, P.O. Box 6109, Arlington, TX 76011 (Publication No. 55-10, no price quoted).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adjustment (to Environment); Intelligence; *Intervention; Medical Research; *Mental Retardation; Position Papers; Prevention; Research Reports; Scientific Research; *Therapy

Identifiers-Association for Retarded Citizens

The booklet describes the Association for Retarded Citizens' (ARC's) goal of coordinating efforts to seek a cure for mental retardation. Cures are defined as any intervention that would significantly increase intellectual functioning and adaptive behavior beyond the upper level of retardation. It is explained that because of the variety of causes for retardation, the search must involve multiple cures. The notion of prevention as one type of cure is addressed. Recent advances in scientific research (on such aspects as enzymes, possible regeneration of nerve cells, and addition of brain hormones) are noted. A conference on current and future research is summarized, and developments reported. The booklet concludes with a series of questions and answers about ARC's position on the issue. (CL)

ED223033 EC150333

For Parents of Exceptional Students...An Information Series: Educating Florida's Exceptional Students (Booklet 1). [and] The Individual Educational Program--IEP (Booklet 2). [and] Rights and Responsibilities (Booklet 3). [and] Resources and References (Booklet 4). [and] Parents' Educational Records (Booklet 5).

Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.
Pub Date 82
Note-212p.; This series was developed in cooperation with the South Atlantic Regional Resource Center.
Available from-FDLRS Clearinghouse/Information Center, Bureau of Education for Exceptional Students, Department of Education, Knott Building, Tallahassee, FL 32301 (free).
EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Child Advocacy; *Disabilities; *Due Process; Elementary Secondary Education; *Individualized Education Programs; Parent Participation; *Parent Role; Recordkeeping; *Records (Forms); Referral; Resources; Student Evaluation

Five booklets are designed to inform parents of exceptional students in Florida about their child's education. The first covers eight steps in planning and continuing a child's education from referral through staffing and IEP (individualized education program) development to re-evaluation and subsequent staffing. Booklet 2 focuses on the IEP, its contents, required information, and meeting procedure. Booklet 3 outlines parents' rights and responsibilities in such areas as due process, school records, and evaluations. A parents' dictionary, list of reading materials, and resource directory are included in booklet 4. The final booklet provides guidance on keeping records for such aspects as referral, IEP meetings, and due process hearings. Sample letters regarding educational decisions are provided. (CL)

ED223034 EC150334

Antonelli, Charles J.

Medical/Behavioral Treatment Perspectives: Case Studies of Mentally Retarded Persons with Maladaptive Behavior Problems.

Pub Date Mar 82
Note-15p.; Portions presented at Michigan Council for Exceptional Children Conference (March, 1982), and the Macomb-Oakland Regional Center (May, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults; *Aggression; *Behavior Change; *Behavior Problems; Case Studies; Drug Therapy; Group Homes; *Interdisciplinary Approach; Medical Services; *Mental Retardation; *Self Mutilation; Young Adults

Five case studies of mentally retarded persons with maladaptive behavior problems are presented to demonstrate an interdisciplinary approach which emphasized coordination between medical and behavioral input in client treatment plans. Case studies involve persons in group home settings who engaged in such maladaptive behaviors as aggression towards others or property, self injurious behavior, public disrobing, and tantrums. Cases illustrate how medical and environmental factors may precipitate inappropriate behavior and point to the effectiveness of intervention approaches developed through cooperative effort by interdisciplinary team members. Positive effects of eliminating or reducing psychotropic medication are noted. Twelve guidelines are offered, touching on such points as the importance of reviewing medical records, evaluating environmental factors, and implementing medical and/or program changes in an individualized and systematic fashion. (CL)

ED223035

EC150335

Kralj, M. M.; And Others

Age Related Personality Characteristics of Epileptic Children: Parent and Child Reports.

Pub Date Apr 82

Note-34p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 15-18, 1982).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Age Differences; *Behavior Problems; Elementary Secondary Education; *Epilepsy; Incidence; Maturity (Individuals); Parent Attitudes; *Personality Traits; Self Evaluation (Individuals); Student Characteristics

Personality characteristics of 101 epileptic children in two age groups (5-11 and 11-16) were studied by means of the child-reported Missouri Children's Picture Series and the mother-reported Missouri Problem Behavior Checklist. Scores for each age group across both parent and child reports were compared to published norms. A one-way multivariate analysis of variance was conducted to determine age related differences. Results indicated that on child report, both the younger and older groups scored well within the range reported for normal children and that older children reported lower activity levels and less maturity than younger Ss. In contrast, mothers' reports did not discriminate between age groups but indicated levels of probem behaviors that significantly exceeded published norms for the entire sample. (Author/CL)

ED223036 EC150337

Plisko, Valena White; Owings, Jeffrey

Defining, Counting, and Characterizing Handicapped Students in the Nation's High Schools.

Pub Date Mar 82

Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association Annual Convention (New York, NY, March 20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disabilities; Emotional Disturbances; Handicap Identification; Hearing Impairments; *High Schools; *Incidence; Learning Disabilities; Longitudinal Studies; Physical Disabilities; Self Evaluation (Individuals); Student Attitudes; *Student Characteristics; Teacher Attitudes

The paper reports on a national survey which included data on handicapped students in U.S. high schools, as part of a longitudinal study of 58,270 high school students. Findings are described from student self reports and teacher checklists on the existence of specific conditions (for students, learning disability, hearing impairment, speech disability, orthopedic handicap or other health impairment; and for teachers, physical or emotional handicap). Results are discussed regarding the prevalence of handicaps (teachers were more likely to identify students as handicapped than were students to report themselves); sexual, racial, and socioeconomic characteristics of handicapped students; and agreement among the handicap indicators. Observations made from the data included that only a portion of the students who reported a handicap had participated in special education programs; that a larger percentage reported a specific disability than claimed a physical limitation; and that handicap indicators identified similar groups of students although they seldom identified the same individuals. (CL)

ED223037 EC150338

A Training Manual for Surrogate Parents: Rules and Responsibilities.
Arkansas State Dept. of Education, Little Rock. Special Education Section.
Pub Date Jan 82
Note-65p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Child Advocacy; *Civil Rights; Confidentiality; Definitions; *Disabilities; *Due Process; Elementary Secondary Education; *Federal Legislation; Hearings; Individualized Education Programs; Mainstreaming; Program Evaluation; Records (Forms); Student Evaluation; Student Placement
Identifiers-Arkansas; *Education for All Handicapped Children Act; *Surrogate Parents

The manual is designed for training surrogate parents in identification, evaluation, placement, and programing for the handicapped child in Arkansas. General guidelines for the surrogate parent are listed, including meeting the child before requesting to see any school records, presuming that the agency has the child's best interest at heart, and accepting responsibility for assuring that the child receive an appropriate education. Section 1 addresses the surrogate parent's role in relation to protecting the child's rights as mandated by P.L. 94-142 (the Education for All Handicapped Children Act) and the Rehabilitation Act of 1973, section 504. Subsections address agency and parent responsibilities for the following specific procedures: location and referral, evaluation/assessment, individualized education program (IEP) programing, annual review of the IEP, and reevaluation. Section 2 is designed to provide information on the rights of the surrogate parent as covered by P.L. 94-142. Rights have been paraphrased from the federal regulations with references to the section numbers in the regulations. Rights are addressed concerning notification, consent, evaluation and placement procedures, independent education evaluation, records, confidentiality of information, the least restrictive environment, hearings, hearing officers, hearing rights, appeals, and appointment and representation of surrogate parents. Appended are definitions of terms used in the federal regulations and sample forms for parent notification, annual review notice, and individual education plans. (SW)

ED223038 EC150339

Referral, Placement and Appeal Procedures: For Special Education and Related Services.

Arkansas State Dept. of Education, Little Rock. Special Education Section.

Pub Date Sep 81
Note-100p.; For related information, see EC 150 340.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Disabilities; *Due Process; Elementary Secondary Education; Handicap Identification; Hearings; Individualized Education Programs; *Legislation; Mainstreaming; Program Development; Records (Forms); *Referral; *State Programs; Student Evaluation; *Student Placement
Identifiers-*Arkansas; Education for All Handicapped Children Act; Surrogate Parents

The document contains procedures to implement the policies of the Arkansas State Plan for Special Education, provisions of Act 102 of 1973, as amended, and P.L. 94-142, (The Education for All Handicapped Children Act). Part 1 outlines procedures for Child Find (screening and identification of handicapped children) and referral (including the referral process, referral conference, and referral outcomes). Part 2 addresses evaluation in terms of assessment safeguards, comprehensive evaluation components, specialized evaluation, evaluation procedures for suspected specific learning disabilities, the evaluation conference, implementation of the evaluation/programing conference decision, and the independent evaluation. Programing is the focus of part 3 with sections on the individual education plan (IEP), annual review of child progress, and handicapped students placed in/or referred to private schools. Individual protections and procedural safeguards for the areas of prior notice, independent evaluations, confidentiality, consent, enforcement, nondiscriminatory testing, the least restrictive environment, surrogate parents, and hearings are discussed in part 4. A table of activities and timelines for due process hearings is included. Part 5, which makes up more than half of the document, contains sample forms for location, identification, and evaluation. (SW)

ED223039 EC150340

Program Standards and Eligibility Criteria for Special Education.
Arkansas State Dept. of Education, Little Rock. Special Education Section.

Pub Date Jun 81
Note-141p.; For related information, see EC 150 339.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Ancillary School Services; Definitions; *Disabilities; Discipline; Elementary Secondary Education; *Eligibility; Handicap Identification; Intervention; *Legislation; Mainstreaming; Records (Forms); Referral; Special Education; *State Standards; Student Characteristics; Student Evaluation; Student Teacher Ratio; Testing
Identifiers-*Arkansas

The document establishes the minimum standards for program approval, pupil eligibility, and appropriate programing within the least restrictive environment as mandated by the Arkansas Act 102 of 1973, as amended by Act 641 of 1975 (the Handicapped Children's Act) and P.L. 94-142 (the Education for All Handicapped Children Act). Part 1, on program standards, begins with definitions of special education terminology. Individual sections address requirements for the least restrictive environment, teacher/pupil ratio, selection of special education facilities, related services required to assist a handicapped child to benefit from special education, testing and test evaluation, evaluation committee responsibilities, use of the time-out seclusion room, and eligibility for special education. Part 2 focuses on eligibility. Briefly described are the six steps for determining eligibility and the resulting program -- referral, screening, evaluation, analysis, eligibility, and programing. Outlined are the definition, possible referral characteristics, screening areas, required evaluation data, evaluation data analysis procedures, and programing considerations for each of 10 handicapping conditions: hearing impairment, mental retardation, multiple disabilities, orthopedic handicaps, other health impairments, serious emotional disturbances, severe/profound handicaps, specific learning disability, speech impairments, and visual handicaps. Part 3 consists of an appendix with footnotes, annotations of tests, a list of tests and publishers, and publisher addresses. (SW)

ED223040 EC150341

Thornton, Carla; And Others

Special Project: Family Life Education/Social Skills Development Training for Teachers and Parents of the Sensorially Disabled. Final Report, June 1, 1979-May 31, 1982.

California Univ., San Francisco.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
Pub Date 82
Grant-G007901335
Note-80p.
EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Blindness; *Deafness; Delivery Systems; Family Life Education; *Inservice Teacher Education; Interpersonal Competence; *Parent Education; Program Evaluation; *Sex Education; Statistical Data; *Teacher Workshops

The document contains the final report of a special project to increase sexual information as well as social awareness and skill of deaf and blind youth through workshops for teachers and parents on family life education and social skills development. Training activities for the project's 3 years are outlined. Evaluation of workshops by trainees revealed that the workshops had a positive impact on the respondents' perceptions of the social skills potential of their students or clients, that a majority of the workshop participants were incorporating elements of the workshop curriculum into their activities rather than attempting to establish new courses, that pre/post assessments of sexual attitudes and behavior yielded little change since the average respondent was originally quite liberal, and that followup efforts indicated that many respondents were using materials and information gained from the workshop in their teaching and/or consulting activities. Tables with statistical data relating to the workshop evaluations are included. Appendixes, which make up the bulk of the document, include samples of workshop agendas, tables with statistical data, sample questionnaires and subtests, and a sample federal form. (SW)

ED223041 EC150342

Adaptive Arts Techniques II: Oregon Adaptive Arts Techniques Project, January 1980-November 1980.

National Committee, Arts for the Handicapped, Washington, D.C.; Western Oregon State Coll., Monmouth.

Pub Date Nov 80

Note-102p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Art Education; Dance; *Demonstration Programs; *Disabilities; Drama; Elementary Secondary Education; Inservice Teacher Education; Music; Program Descriptions; *Teacher Education; Visual Arts

Identifiers-*Oregon Adaptive Arts Techniques Project

The document reports on the Oregon Adaptive Arts Techniques Project, a program to provide direct preservice and inservice training through a series of workshops to teachers and community agents in arts education and its application to handicapped students. Brief summaries are provided for workshop presentations in the following areas (the names of speakers/facilitators are in parentheses): art skills in puppetry (M. Knight), ceramics with handicapped students (L. Kitzman), the Whistletop Improvisational Dance Company (D. Gilbert and J. Petroff), suggestions for the secondary art teacher of learning disabled students (P. Holley), art and the autistic child (D. LeRoy), mainstreaming (K. Graven), keeping a steady beat -- rhythm activities (J. Kleinstein), sequencing and communicating a message (G. Melton), learning disabilities and art (E. Thompson-Green), and ceramics (P. Temple). The goals, programs, and projects of the National Committee on Arts for the Handicapped (NCAH) are also reported. The final section contains lists of resources generated from recommendations of NCAH Project Arts Resource team members. Resource lists are provided for consultants, films/media, organizations, and publications in the areas of visual arts, dance, drama, and music. Also provided are lists of general resources and resources available through NCAH. (SW)

ED223042 EC150343

Kamien, Janet; And Others

Is There Life After 504? A Guide to Building and Program Accessibility.

Children's Museum, Boston, Mass.; National Committee, Arts for the Handicapped, Washington, D.C.

Spons Agency-Honeywell, Inc., Minneapolis, Minn.; Massachusetts Council on the Arts and Humanities, Boston.; Massachusetts Developmental Disabilities Council, Boston.

Pub Date 80

Note-48p.; Funds were also provided by the Polaroid Corporation.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Accessibility (for Disabled); Administration; Affirmative Action; Design Requirements; *Disabilities; Individual Characteristics; *Museums; Program Development; Program Evaluation; Public Relations; Staff Development

Intended for administrators and trustees of cultural institutions, the booklet offers guidelines for evaluating buildings and programs in terms of accessibility to the handicapped, locating and making good use of advisors and consultants, training staff to deal successfully with disabled visitors, taking advantage of the available resources and expertise, working with a wide range of disabilities, and understanding various disabilities and their ranges. Chapters address the following topics (sample subtopics are in parentheses): commitment to accessibility; formation of an advisory board to represent the disabled constituency (selecting advisors, finding advisors, the advisor's role); building accessibility (steps for determining physical accessibility of facilities); exhibit accessibility (visitors using wheelchairs, visually impaired visitors, and hearing impaired visitors); orientation materials (types of materials, the Braille dilemma); program accessibility (communication, the Children's Museum model, services for the retarded); staff training (training program design, questions raised by staff, training strategies); public relations (the teletypewriter telecommunications for the deaf); information about disabilities (physical or orthopedic handicaps, hearing impairments, mental retardation, learning disabilities, emotional problems, seizures); and affirmative action hiring (legal requirements and "reasonable accommodation"). (SW)

ED223043 EC150344

Ash, Linda D.; Gambach, James

A Review of the Published Research Literature on Arts and the Handicapped, 1971-1981.

Illinois State Univ., Normal.; National Committee, Arts for the Handicapped, Washington, D.C.

Pub Date 82
Note-98p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Annotated Bibliographies; *Art; Dance; *Disabilities; Drama; Emotional Disturbances; Hearing Impairments; Learning Disabilities; Mental Retardation; Music; Physical Disabilities; Speech Handicaps; Visual Arts; Visual Impairments

The document presents findings of a search of research literature in the area of arts and the handicapped published between 1971 and 1981. The literature search addresses the various art forms of visual art, drama, music, and dance/movement as well as the major handicapping conditions: mental retardation, hearing impairments, speech handicaps, visual impairments, emotional or behavioral disturbances, physical disabilities, and learning disabilities. The first section contains abstracts of 53 articles. Abstracts range in length from one to three pages and usually include the following information: purpose of the study and hypotheses, type of subjects, selection and assignment to experimental and control groups, methodology and research design, instrumentation and intervention strategies (experimental treatments), results (including relevant statistical findings), and conclusions. Among the specific topics covered by the research cited are an art based remediation program for learning disabled children, effects of music on performance of manual tasks by retarded females, music therapy in the treatment of autistic children, motor creativity of preschool deaf children, and the effects of sociodramatic activities on social interaction among behaviorally disordered preschoolers. The document concludes with a section listing 30 dissertations on arts and the handicapped. (SW)

ED223044 EC150345

Kamien, Janet; Goldbas, Amy

Museum Experiences for Families with Severely Disabled Kids....A Program from the Boston Children's Museum.

Children's Museum, Boston, Mass.

Spons Agency-National Committee, Arts for the Handicapped, Washington, D.C.

Pub Date 81

Note-31p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Accessibility (for Disabled); Demonstration Programs; *Family Programs; *Museums; Program Descriptions; *Program Development; *Severe Disabilities; *Workshops

Identifiers-*Boston Childrens Museum MA

The document describes development and implementation of a program offered by the Boston Children's Museum to facilitate museum visits for handicapped children and their families. An advisory council was formed with professionals who work with families and parents of severely disabled children. Among the original objectives were the provision of a joyful museum experience in an evaluation-free environment and the provision of resources to families. To promote the program a flyer was developed, the access symbol was used on all advertising, and opportunities to reach families through museum newsletters and other media were utilized whenever possible. Scheduling of workshops and activities were based on reservations received from families. Workshops were developed which incorporated flexibility in timing, exploration of the museum, assistance from volunteer staff, simple and inexpensive art activities which could easily be duplicated at home, and debriefing of workshop staff. Workshop evaluations provided information on workshop effectiveness, allowed program staff to keep in touch with the families, and gave family members a reason to think about their museum visit. Improvements to the workshops could include exploring options to promote networking between the families, promoting repeat visits, and extending the outreach program. (SW)

ED223045 EC150346

Spero, Ruth L.; And Others

Opening Ears to the Performing Arts: A Guide to Serving the Hearing Impaired.

Buffalo Philharmonic Orchestra, NY.

Spons Agency-National Committee, Arts for the Handicapped, Washington, D.C.

Pub Date [82]

Note-52p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Accessibility (for Disabled); *Audio Equipment; *Concerts; Demonstration Programs; *Hearing Impairments; Program Descriptions; *Program Development; Sensory Aids; *Theater Arts

Identifiers-*Project HEAR

Intended for coordinators of performing arts organizations who want to make their programs accessible to hearing impaired persons, the booklet presents a general overview of Project HEAR (Hearing Electronics Arts Research) and step-by-step instructions for establishing an access program. Information is provided in question-and-answer format. An introductory section (part 1) points out that equipment and the logistics of service delivery need to be addressed in providing access for the hearing impaired adult population. Part 2 addresses the social effect of hearing impairment, the prevalence of hearing impairment, and specific needs of a hearing impaired person attending an arts performance. Part 3 describes the efforts of the Buffalo Philharmonic Orchestra in making its program more accessible to the hearing impaired. Three major components to the Buffalo program include instrumentation, installation, and logistics. Instrumentation is described in terms of the FM system, other amplification systems available on the market, and infrared audio transmission systems. Installation topics considered include types of installation methods, use of multiple microphones, the role of the mix/amplifier, the FM microphone/transmitter, and maintenance requirements. Logistics is discussed in terms of funding, audience development, dispensing of equipment, children's performances, and program assessment. Appended is information on the maintenance and care of the FM Phonic Ear, the procedure for a children's series concert, a sample FM system malfunction record form, a list of major manufacturers of auditory training equipment, a hearing impaired patron's evaluation questionnaire, a sample letter and post-concert evaluation form, and a list of additional sources of funding. (SW)

ED223046 EC150347

Slavin, Robert E.; And Others

Effects of Cooperative Learning and Individualized Instruction on the Social Acceptance, Achievement, and Behavior of Mainstreamed Students. Report No. 327.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (ED), Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC.

Pub Date Jun 82

Grant-G008001494

Note-30p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cooperation; Elementary Education; Individualized Instruction; *Learning Disabilities; *Mainstreaming; Mathematics Instruction; *Peer Acceptance; *Peer Teaching; Teacher Attitudes; *Teamwork

Identifiers-*Team Assisted Individualization Program

The study, involving 119 academically handicapped third, fourth, and fifth graders, examined the effects of an instructional method (Team-Assisted Individualization) that combines cooperative learning with individualized learning in mathematics. Previous studies have found that the use of cooperative learning instructional processes can improve relations between normal-progress students and mainstreamed handicapped students; however, these processes incorporate class-paced instruction, which is generally not appropriate for handicapped students. Principal components of the Team-Assisted Individualization Program (TAI) were four- or five-member teams each with high, average, and low achievers; presentation of a diagnostic test at the beginning of the project on mathematics operations; individualized curriculum materials covering addition, subtraction, multiplication, division, numeration, decimals, fractions, and word problems; the team study method; team scores and team recognition; and teacher review sessions. A materials-only (MO) group used the same curriculum materials and procedures as the TAI group except the students worked individually and did not receive team scores or certificates. The control group used traditional methods for teaching mathematics. Ss were evaluated on sociometric measures, mathematics achievement, attitudes, and behavior ratings. Results confirmed the hypothesis that the cooperative individualized program for mathematics instruction (TAI) would increase the sociometric status of mainstreamed academically handicapped students. However, it appeared that the use of cooperation per se may not have been the critical component of the program, because the mainstreamed students in the groups using individualized curriculum materials only also improved significantly in sociometric status. (SW)

ED223047 EC150348

Fehrle, Carl C.; And Others

The Most-Asked Questions about Gifted Children: Answers for Parents and Educators.

Missouri Univ., Columbia. Program of Continuing Professional Education.

Report No-UED-68-7/82/6M

Pub Date [82]

Note-36p.

Available from-Extension Publications, 222 S. 5th St., University of Missouri, Columbia, MO 65211 (UED-68, $2.00).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Child Rearing; Definitions; *Discipline; Elementary Secondary Education; *Gifted; *Parent Role; Special Programs; *Student Characteristics; Talent Identification; *Teaching Methods

Identifiers-Parent Materials

Intended for both parents and educators, the booklet offers answers to the questions parents ask about their gifted children. The 64 questions are divided into 6 major categories--definitions of giftedness, ways to help parents identify gifted children, schooling for the gifted child, understanding gifted children, help for the gifted child, and discipline. Specific topics covered by the questions include the following: areas of giftedness, problems faced by gifted children, special programs for the gifted, identification of the gifted preschooler, interpretation of the intelligence quotient, the relationship between intelligence and achievement, children from deprived home environments, school selection, the role of senior citizens with the gifted, the accelerated program, characteristics of special programs, boredom in the gifted child, awareness of career possibilities for the gifted child, development of creative reading skills, dealing with the gifted child, the differences in creativity between males and females, involvement of parents and other community members in the gifted program, pitfalls for parents of the gifted, counseling for gifted children, television and the gifted child, motivation of the gifted child, emotional development, ways to deal with behavioral problems, strategies for dealing with discipline problems, techniques for parents in dealing with a child's discipline problem, and school counseling for the gifted. A selected reading list and information on ordering publications complete the booklet. (SW)

ED223048 EC150349

Jackson, Robin, Ed.
Wessex Studies in Special Education.
King Alfred's Coll., Winchester (England).
Report No-ISBN-0-907245-01-3
Pub Date 82
Note-163p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Adults; Agriculture; Community Programs; Curriculum; Delivery Systems; *Disabilities; Elementary Secondary Education; Family Relationship; *Foreign Countries; Horticulture; Inservice Teacher Education; Legislation; Mainstreaming; Mental Retardation; Program Descriptions; Reading Tests; Rehabilitation; *Special Education; Vocational Rehabilitation
Identifiers-*England (Wessex)

The document presents 10 papers addressing special education programs in Wessex, England, and reviews of 11 books dealing with special education for disabled children. Papers have the following titles and authors: "The Development of New Services for Mentally Handicapped People in Horticulture and Agriculture" by D. Carter and A. Carter; "HANC--Hampshire New Curriculum" (a curriculum for clients of the Adult Training Center) by M. Shackleton-Bailey; "The Meaning and Significance of Curative Education" (a description of the Camphill Communities program which serves handicapped children in a family-style setting) by N. Hoffman; "In on the (1981 Education) Act" (a bill which introduced a new broad definition of children with 'special educational needs') by J. Rozenberg; "The Need for a Functional Philosophy of Rehabilitation" (a discussion of the need for a philosophy of rehabilitation that is both progressive and dynamic in its day-to-day operation) by C. Macfarlane; "What's So Special about Special Needs?" (focusing on the similarities as well as differences in the experiences and expectations of families with young handicapped and nonhandicapped children) by M. White; "'Police Week' in a Special School" (a program to develop in secondary aged special education children an understanding of the reasons why there are rules, laws, and police force) by C. Gardiner; "Integration in Oxfordshire" (a discussion of the success of a mainstreaming program at Alvescot School) by M. Burnham; "An Introduction to the Wessex Reading Analysis" (designed to provide an instrument to evaluate reading skills of elementary age children) by G. Hughes; and "In-Service Training for Special Education" (a discussion of the problems involved in providing inservice training) by J. Hosegood. A series of reviews of books published in 1981 and 1982 complete the document. (SW)

ED223049 EC150351

McCray, Paul M.

Vocational Evaluation and Assessment in School Settings.

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

Spons Agency-National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date 82

Note-135p.

Available from-Research and Training Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751 ($11.20, quantity price available contact publisher for price).

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Disabilities; Elementary Secondary Education; *Evaluation Methods; Job Analysis; Job Performance; *Job Skills; Mechanical Skills; Occupational Tests; Vocational Education; *Vocational Rehabilitation; Work Sample Tests

Identifiers-*Comprehensive Vocational Evaluation Centers

The document presents a vocational evaluation process based on a diverse mixture of proven principles and practices that have been used in school-based vocational evaluation programs for handicapped students. Following a foreword (part 1), part 2 offers several definitions of vocational evaluation and vocational assessment. Part 3 compares school-based and rehabilitation-oriented vocational evaluation programs in terms of physical facilities, target populations, tools and techniques, goals and objectives, staffing, and enabling legislation. In part 4, tools of vocational evaluation are defined and their applications described. Tools are divided into three categories: situations as tools (on-the-job evaluation, work samples, psychometrics), resource tools (occupational information, referral information), and applied tools (interviewing procedures, observational procedures, reporting procedures, job analysis, learning assessment).

The purpose of part 5 is to describe the vocational evaluation process as it typically exists within a Comprehensive Vocational Evaluation Center (CVEC). The CVEC follows an eight step approach: referral/intake, orientation, initial interview, individual evaluation planning, formal testing/feedback, staffing, final report, and follow-up. A sixth part considers the relationship between vocational evaluation and the individualized education program, while part 7 offers a summary of vocational evaluation. Appendixes include a vocational evaluation system outline, a form with suggested guidelines for evaluating work samples, a report titled "The Mobile Unit for Vocational Evaluation," a sample vocational evaluation referral form, an outline for an initial interview, an example of a well-planned and documented referral to an evaluation unit from a field counselor, and a vocational evaluation final report. (SW)

ED223050 EC150352

Scheiber, Barbara; Moore, Cory

Practical Advice to Parents: A Guide to Finding Help for Children with Handicaps.

Parents Campaign for Handicapped Children and Youth, Washington, D.C. Closer Look.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date 81

Note-29p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Attitudes; Clinical Diagnosis; *Disabilities; Elementary Secondary Education; Financial Support; Parent Associations; *Parent Role; Parent Teacher Cooperation; Resources; Special Programs

Identifiers-Parent Materials

The booklet offers information to help parents find resources for their handicapped children. Following a brief discussion of the difficulties of having a handicapped child is a chapter with tips about diagnosis. Among the suggestions offered are insisting on a clear and complete interpretation of all diagnostic reports and checking the library for books on helping the child at home. A chapter on educating the handicapped child deals with P.L. 94-142 (the Education for All Handicapped Children Act), guidelines for considering a specific program or working with the school system in developing an educational plan, tips for strengthening the parent-teacher relationship, and things to do when the school system has not provided the program your child needs. Another chapter considers some of the opportunities that are open to disabled individuals in the areas of higher education, vocational rehabilitation, employment, and independent living. Sources of financial support are addressed in the sixth chapter, while a seventh chapter mentions several information sources. The two final chapters discuss reasons for joining a parent group and changes in attitudes toward the handicapped. (SW)

ED223051 EC150353

Evans, Ellis

Program Evaluation in Early Childhood/Special Education: A Self-Help Guide for Practitioners. WESTAR Series Paper #13.

Western States Technical Assistance Resource, Monmouth, Oreg.
Spons Agency-Special Education Programs (ED/OSERS), Washington, DC.
Pub Date 82
Contract No-300-80-0753
Note-30p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Data Analysis; *Data Collection; *Disabilities; Early Childhood Education; *Evaluation Methods; *Program Evaluation

Intended for practitioners in early childhood special education, the document offers guidelines for conducting a program evaluation. Information is organized around seven questions: what is the purpose of the evaluation? what information is needed, and from what sources can it be obtained? when and under what conditions will information be gathered? by what means can information be obtained? how will the information be analyzed? how will the evaluation plan be accomplished, and what are the constraints on this plan? and how and to whom will the evaluation results be reported? Five purposes of evaluation are addressed: to make decisions about program installation; to make decisions about program development and modification; to make decisions about continuation, expansion, certification, or termination of a program; to marshall evidence for support of or opposition to a program; and to advance the understanding of basic psychological, educational, social, and other processes. The process for determining what information is needed and the sources for obtaining that data are considered. Types of analytic designs (including true experimental and quasi-experimental designs) are pointed out, and charts of some basic evaluation designs are offered. The types of measures for obtaining data and considerations for selecting appropriate measures are pointed out. Defined are differences in kinds of statistics, level of measurement, and analysis techniques. Some practical matters concerning evaluation roles and responsibilities, resource review, cost estimates, and ethical guidelines are mentioned. Finally, the impact of the final evaluation report is reviewed. Appended are a glossary of key terms for educational measurement and program evaluation and a list of information sources about tests and measurement. (SW)

ED223052 EC150354

Winton, Pam; Turnbull, Ann P.

Parent Perspectives on Involvement in Preschool Educational Programs.

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Apr 80
Contract No-300-77-0309
Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1980). Print is very small and charts are haphazardly placed on pages.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Disabilities; Interviews; *Parent Attitudes; *Parent Participation; *Parent Role; *Parent School Relationship; Parent Teacher Cooperation; Preschool Education

The study, involving 31 mothers of handicapped children enrolled in North Carolina preschools, addressed the parents' perspectives on preschool services for themselves and their children. A two-phase interview strategy was used in which the parents were treated as "experts" who would provide answers to the previously identified broad research questions. In Phase I, open ended interviews were conducted to identify the themes, patterns, and the range of responses which characterize how parents define and describe preschool services. The information gathered in the open ended interviews was used to develop a quantitative rating scale which was administered in Phase II of the study. All of the interviews were audiotaped and transcribed on unisort cards. Results were drawn from three sources of data -- the open-ended interviews, the frequency counts and percentages from the Phase II quantitative rating measure, and direct quotes of parents. Data were categorized in terms of parent perceptions of child needs prior to placement, benefits and drawbacks for parents in regard to their child's potential, opportunities to engage in parent activities, attitudes toward parent activities, and parents' perceptions of an ideal preschool. Among findings were that the most salient issue for parents is the importance of having a warm, sensitive, and well trained teacher who is able and willing to communicate frequently with the parents; that parents have definite needs which influence their choice of preschool, including services for themselves and logistical arrangements; and that almost all of the parents preferred having some sort of role in their child's education. (SW)

Whipple, Dennis L., Comp.
The Special Needs Learner in Vocational Education.
Pinellas County School Board, Clearwater, Fla.
Pub Date 81
Note-64p.

EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Disabilities; Disadvantaged Youth; Elementary Secondary Education; Emotional Disturbances; Hearing Impairments; Instructional Materials; Learning Disabilities; Mental Retardation; Multiple Disabilities; Peer Acceptance; Peer Teaching; Physical Disabilities; *Student Characteristics; Student Problems; Teacher Attitudes; *Teacher Role; *Teaching Methods; Visual Impairments; *Vocational Education
Identifiers-Pinellas County School System FL

Intended for vocational education teachers, the booklet is designed to provide helpful information to assist teachers in better understanding special needs students in Pinellas County, Florida. Chapter 1 provides definitions, general information on methods of dealing with several categories of handicapping conditions, including mental retardation (mild, moderate, severe, and profound), specific learning disability, hearing impairment, speech and language impairment, visual impairment, multiple disability, emotional handicap, and physical impairment. Chapters 2-6 briefly cover assistance from the Department of Education for Exceptional Students, organization of the Department, educational legislation for the handicapped, and an exceptional student information form. Chapter 7 considers the attitudes of educators and peers toward the handicapped, and offers suggestions for improving attitudes. Chapter 8 outlines guidelines for implementing a student tutor system. A ninth chapter describes characteristics and remedial techniques relating to academically and economically disadvantaged students. The final seven chapters contain information on characteristics and common needs of special needs students, guidelines for the vocational teacher, helpful hints and tips for teachers, modification of instructional materials, highly successful methods of instruction, problem characteristics of special needs students, and a bibliography. (SW)

ED223054 EC150356

Short, Andrew B.

Short-Term Treatment Outcome Using Parents as Co-Therapists for Their Own Autistic Children. Final Report.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 80
Grant-G007803010
Note-148p.; Ph.D. Dissertation, University of North Carolina at Chapel Hill
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Autism; Behavior Change; *Behavior Modification; Child Development; Coping; Home Programs; Intervention; *Parent Child Relationship; *Parent Education; *Parent Role; *Psychoeducational Methods; Therapy; Time Factors (Learning); Young Children

The study, involving 15 autistic children (2-7 years old) and their families investigated the short term effects of a treatment model in which parents are trained as co-therapists in teaching developmental skills and behavior management. Literature was reviewed on models for treatment of autism, studies of treatment efficacy with autism, and methodological issues for autism outcome studies (including the nature of treatment, subject selection and description, measures of therapeutic change, and overall design). The study tested four hypothesized effects of treatment: 1) parents would show an increase in the degree to which they are actively involved with their child during time spent together; 2) the autistic children would show an increase in the amount of time they either engaged in appropriate play or work, or interact with other people; 3) the autistic children would show a decrease in the amount of time engaged in inappropriate play with objects, in self stimulatory behavior, and in the time spent not interacting with either objects or people; and 4) the family would show an increase in their ability to handle the child's problems in the home without sacrificing other important aspects of family life. Direct behavioral observations and clinicians' ratings of family stress and adaptation (based on semi-structured interviews with mothers) were obtained during home visits at three times for each family. The overall results for the four main hypotheses indicated that the use of parents as co-therapists in the psychoeducational treatment of their own autistic children was effective. Parents became more actively involved with their children as a result of treatment. The autistic children showed more appropriate behavior as a result of treatment. Both inappropriate behavior by the child and the family's ability to cope with the autistic child improved over the treatment period, and showed trends toward significant treatment effects. Among appendixes are guidelines for behavioral observations, interview procedures, sample questionnaires on the effects of treatment, an apparatus checklist for home visits, a questionnaire on the effects of child problems on the family, guidelines for the initial research phone contact, and tables with statistical data. (SW)

ED223055 EC150357

Magrab, Phyllis; And Others

Community Workbook for Collaborative Services to Preschool Handicapped Children.

American Association of Univ. Affiliated Programs for the Developmentally Disabled, Washington, DC.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Nov 81

Grant-DHEW-54-P-71476/3-02

Note-46p.

Available from-Georgetown University, Child Development Center, Room CG-52, Bles Bldg., 3800 Reservoir Rd., N.W., Washington, DC 20007 ($3.75 includes postage).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Agency Cooperation; *Community Programs; Community Resources; *Disabilities; Handicap Identification; *Needs Assessment; Preschool Education; *Program Development

The workbook suggests a concrete procedure for initiating a cooperative effort to collect and summarize information so that plans can be made for serving handicapped preschoolers. Once the workbook is completed, it can be used as a baseline for evaluating the progress of community activities, to make revisions in the plans and to share changes with participants, and as a basis for requesting funds for resources not available in the community. The workbook is divided into five sections, each containing a narrative portion regarding what should happen at that stage of the process and worksheets which can be used to assist the community group in accomplishing the tasks involved. Section 1 points out ways to identify program participants. Section 2 offers guidelines for collecting numerical data regarding the number and needs of handicapped children and families in the area to be served. Methods to determine whether the children who are identified have the resources available to provide them with comprehensive care is the topic of section 3. A fourth section addresses surveying of service providers, while the final section covers finalizing of community needs. Appended are categorical definitions of handicapping conditions, a sample cover letter, and a list of various integrating linkages. (SW)

ED223056 EC150362

Dickson, Richard L.; DiPaola, Thomas

Parents' Perceptions of Participation in Developing the Individualized Education Program.

Pub Date Oct 80

Note-14p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disabilities; Elementary Secondary Education; *Individualized Education Programs; Parent Education; *Parent Teacher Conferences; Referral; Special Education; *Student Evaluation; *Student Placement

Forty-four randomly selected parents of handicapped students from two New England school districts described their level of participation in special education referral, planning, and placement process by responding to questions either in writing or orally in a telephone interview. Among responses were the following: 93% of parents were notified of the individualized education program (IEP) meeting; 39% reported not doing anything special to get ready for the meeting; 63% thought their opinions were considered by other people at the meeting; and 57% knew by the end of the meeting how and when the effectiveness of the IEP program would be evaluated. Results suggested a need to increase active parental participation through the establishment of professional guidelines for conferences with parents; identification of a liaison person to explain the IEP process to the parents; and provision of parental training through flyers, meeting preparation worksheets, or a video tape portraying meaningful parental participation. (DB)

ED223057 EC150363

Margolis, Leonard; And Others

The Special Education Core Curriculum Manual: Competency Level -- Communication Skills, Mathematics, Life Skills, and Study Skills.

Bergen County Region III, Closter, N.J. Council for Special Education.
Pub Date 82
Note-68p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Curriculum Guides; *Daily Living Skills; *Disabilities; Instructional Materials; Intermediate Grades; *Learning Activities; Listening Skills; *Mathematics; *Reading Skills; Secondary Education; Speech Skills; *Student Educational Objectives; Study Skills; Teaching Methods; Writing Skills

The manual is intended to provide basic objectives and teaching strategies for teachers of handicapped children at the upper elementary and secondary level in the areas of communication, mathematics, life skills, and study skills. Each subject area is divided into sub-sections under which learning objectives and associated teaching activities are listed. The area of communication skills includes 38 objectives covering reading, writing, listening, and speaking. Forty-four objectives are presented for the following topics in mathematics: number sentences, number system, place value, fractions, decimals, percents, measurement, graphs, metric system, and calculator. Thirty-two objectives are given for life skills (such as using the help wanted classified section of the newspaper, understanding car insurance, and understanding the terms of a lease/rental agreement). Appended are a listing of instructional materials by curriculum area and publishers' names and addresses. Also appended is a continuous progress report form which lists all the objectives and allows recording of the date introduced, date partially achieved, and the date mastered. (DB)

ED223058   EC150364

Perelman, Phyllis F.

Special Education in the Americas: Contrasts, Needs, and Possible Solutions.

Pub Date [82]
Note-10p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Agency Cooperation; Comparative Education; *Delivery Systems; *Disabilities; Foreign Countries; Needs Assessment; *Special Education

Identifiers-*Latin America

The author describes differences in the number and quality of special education programs available in Latin America and suggests directions for improved delivery of special education services. The relatively high level of services provided in Costa Rica are contrasted with the minimal services available in Honduras. The training-based model in which generic educational specialists provide inservice training to teachers is suggested to increase the number of trained personnel. Linkages between ministries of education and teacher training institutions are also encouraged. Latin American activities in special education of organizations such as the Council for Exceptional Children, the Partners of the Americas, and the Peace Corps are noted. (DB)

ED223059 EC150365

A Comparison of Two Instructional Procedures for Remediating Attentional Deficits of Autistic School-Age Children Overselective in the Visual Modality. Final Report.

Columbia Univ., New York, N.Y. Teachers College.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 81
Grant-G008001901
Note-241p.
Available from-Program STEPPE, 17 Prospect St., Greenwich, NY 12834 ($9.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Attention; *Autism; *Training Methods; *Visual Perception
Identifiers-*Matching to Sample Procedure

The study examined the effect of two instructional interventions (equivalence training and functional object use training) as well as practice alone with 21 autistic children (3 to 16 years old) selected for their visual overselectivity. The study had four phases: 1) pretraining in which potential Ss were trained on matching to sample tasks, 2) pretesting which involved identifying those Ss who demonstrated visual overselectivity, 3) intervention, and 4) posttesting. The intervention phase involved having eight Ss receive an equivalence training program consisting of a four-step match to sample sequence, having another eight Ss participate in a functional object use program of training with pairs of objects, and providing five Ss with unreinforced practice on the pretest tasks. Analysis of individual subject data indicated that equivalence training was more effective than the functional object condition, with repeated practice falling about midway between. The report provides an executive summary and chapters covering an introduction to the study, review of the literature, methodology, results, and discussion. Eight appendixes include samples of the pretraining stimuli, sample configurations of test stimuli, a sketch of the instructional setting, sample data collection forms, the configurations of stimulus generalization probes, behavioral objectives and logical task analyses for three functional object use skills, flowcharts of experimental procedures, and task analyses of overselectivity computations. (DB)

ED223060 EC150366

Elium, Michael D.; McCarver, Ronald B.

Group vs. Individual Training on a Self-Help Skill with the Profoundly Retarded.

Pub Date [80]

Note-14p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults; *Behavior Chaining; Behavior Modification; *Group Instruction; *Individual Instruction; Institutionalized Persons; Program Effectiveness; *Self Care Skills; *Severe Mental Retardation; *Training Methods

The study compared the results of group and individual training methods on the acquisition of a roll-on-deodorant self care skill by 16 profoundly retarded adults residing at a residential institution for the mentally retarded. The deodorant skill was divided into 11 teaching steps and an initial performance baseline was obtained for each subject. Ss were randomly assigned to either an individual or group treatment condition. In the group condition, one trainee with an assistant spent 30 minutes per day for 20 sessions with a group of four Ss. Each trainer also spent 20 minutes per day for 20 sessions teaching the same skill individually with four Ss. A performance baseline was obtained after every five sessions. The method of training was identical in the two conditions. The trainers used backward chaining; gave verbal, gestural, and physical prompts; and provided social and edible reinforcement. The assistant in the group condition helped maintain order and encouraged Ss to imitate the skill being taught. The data were analyzed in terms of effectiveness (i.e. did the Ss learn more in either the small group or individual training conditions?) and efficiency (i.e. did either the small group or individual training produce more learning per unit of teacher time?). The analysis of effectiveness revealed a higher, but statistically nonsignificant, average-step-learned measure for the group condition. However, when data were analyzed in terms of steps learned per hour of staff time, the group condition was significantly more efficient. (Author/SW)

ED223061 EC150367

Program for the Gifted and Talented, September 1, 1976 through August 31, 1979.

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office for Gifted and Talented.
Pub Date 79
Grant-G007604112
Note-347p.
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-*Curriculum Design; Elementary Secondary Education; *Gifted; Independent Study; Instructional Materials; *Learning Activities; *Minicourses; Student Projects; *Talent; Teaching Methods; *Units of Study
Identifiers-Georgia

Intended for teachers, the document provides a framework for developing curricula for gifted and talented students in Georgia. Section 1 offers a rationale for the curriculum framework and considers components of curriculum design. It is pointed out that by providing varied and ongoing experiences in the composite world of the learner (arts/sciences/humanities), the entire curriculum program for the gifted learner renders an open-ended framework for exploring vocations and avocations compatible with interests, needs, and abilities of individual students. Section 2, which makes up most of the document, contains a variety of mini-courses or units of study designed for and field tested with gifted and talented students enrolled in special education programs within local Georgia school systems. Courses represent a variety of ages and levels of development (primary through senior high). Each mini-course is presented as a sample, model, or prototype. The section begins with an introduction to the mini-course and a sample evaluative instrument. Goals and procedures for conducting an independent study program are outlined. Another part contains an outline for teachers to use in organizing a study tour (a project in which the student develops a product which helps gain more sophisticated skills in specified performance areas). A mini-course titled "Say Cheez" contains nine parts with lessons and activities for primary through senior high school students. Subsequent mini-courses cover subjects which include the following: emotions and creativity, American Indian art and customs, proverbs and fables, flying machines, rocks and minerals, string sculpture, creative dramatics, family finances, communication, architecture, oceanography, career exploration, speedreading, Greek and Roman mythology, and humor in literature. Usually outlined for each mini-course are student objectives, thought processes to be developed, instructional materials, content, questions to be considered by students, activities and strategies, and evaluation procedures. (SW)

EC150368

ED223062

Musumeci, Marilyn; Koen, Susan

Program Monitor Manual: A Guidebook for Program Adopters.

Center for Resource Management, Yorktown Heights, N.Y.

Spons Agency-Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.

Pub Date 82

Note-132p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Disabilities; Glossaries; Interdisciplinary Approach; Parent Participation; Preschool Education; *Program Administration; Program Evaluation; Program Implementation; Records (Forms); Validated Programs

Identifiers-*Regional Program Preschool Handicapped Children

The manual provides a set of guidelines for documenting and assessing the degree to which the classroom component of the validated Regional Program for Preschool Handicapped Children is being replicated at other adoption sites. Section 1 identifies the three key elements of the Regional Program: the interactive teaching process; the transdisciplinary training, assessment, and consultation model; and the parent involvement model. Within each key element, sub-elements are identified (e.g. staffing patterns, individualized instruction, and parent involvement) as well as specific indicators which further define these elements in observable terms. The second section, on phases of program implementation, covers start-up and installation. A timeline is provided to show when each key element should be in place. Section 2 discusses how the implementation of the program is documented. The instruments required for the collection of monitoring data are provided and described. The next section provides instructions on how the data gathered by the program monitor should be reported to the Regional Program. A schedule for reporting and appropriate reporting forms are also included. The final section addresses the assessment of program impact. A discussion of the Regional Program's approach to impact assessment is included along with instructions on instruments and reporting procedures to be used. Appended are a glossary of terms for the installation phase role and the behavioral observation schedule, hints for conducting observations, and a general dissemination glossary. (DB)

ED223063 EC150369

Family Assessment Process Manual: Child-Family-Community Project and Supplement.
Thomasville Board of Education, Ga.
Spons Agency-Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
Pub Date 82
Grant-G008002126
Note-163p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Community Services; *Disabilities; *Evaluation Methods; *Family Programs; Program Evaluation; Records (Forms); Resources; Social Services; Videotape Cassettes; Videotape Recorders; Young Children

The manual is intended to provide persons working with the families of young handicapped children a basic structure to 1) guide an intake interview, 2) assess the extent to which community support services are being used, 3) formulate action plans, and 4) monitor the accomplishment of treatment objectives. Introductory information includes self appraisal questions for the service provider and an overview of the assessment process. The major portion of the document consists of sample forms and explanatory information concerning the five steps of the assessment process: the family interview form, the parent questionnaire, the resource utilization checklist, the family needs inventory, and the individual family plan. A sample case history of a 5-year-old with behavior problems is used to demonstrate the assessment process and the use of the forms. Following the forms, there is a section which provides additional suggestions coded to components of the family needs inventory; a list of 118 books, pamphlets, audio-visual materials, kits and curricula listed alphabetically by topic; and a list of 33 organizations that work with people with various handicapping conditions. The final section contains blank copies of the forms and an evaluation report of the use of the program assessment process with 162 children in 138 families in Thomasville, Georgia. A videocassette of the Family Assessment Process has been produced to supplement the manual. (DB)

ED223064 EC150643

Learning Steps: A Handbook for Persons Working with Deaf-Blind Children in Residential Settings.

Southwestern Region Deaf-Blind Center, Sacramento, Calif.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 76
Note-296p.; For the Spanish version, see EC 150 319.

EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Deaf Blind; Eating Habits; Multiple Disabilities; Play; Preschool Education; Residential Programs; *Self Care Skills; *Sign Language; Teacher Role; Teaching Guides; *Teaching Methods

The handbook for persons working with deaf blind children in residential settings includes general suggestions, specific teaching activities, and an introduction to sign language. The book is based on the John Tracy Clinic Correspondence Learning Program for Parents of Preschool Deaf Blind Children. General suggestions are provided for topics such as setting goals and encouraging independence and for dealing with the child's sight, hearing, health, discipline, language, and play. A major portion of the document consists of specific activities and illustrations for teaching the following skills (sample subsections are in parentheses): body movement (walking, body awareness); eating (using utensils, setting the table); dressing (selecting clothes, tying shoes); toilet training (flushing the toilet, washing hands); personal hygiene (brushing teeth, washing hair); and play (playing Simon Says, following an obstacle course). Basic signs are introduced with each activity, and the final section of the document contains illustrations of the manual alphabet and more than 120 signs. (LS)

ED223065 FL012548

Holt, Louise; And Others

Survival Communication Instruction for Classroom Teachers of Students with Limited English Proficiency (LEP).

Utah State Office of Education, Salt Lake City. Div. of Program Administration.
Pub Date Apr 81
Note-50p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Basic Skills; Bilingual Students; Classroom Techniques; Cultural Awareness; Elementary Secondary Education; *English (Second Language); Instructional Materials; Language Proficiency; Language Tests; *Limited English Speaking; Listening Comprehension; Non English Speaking; School Orientation; *Second Language Instruction; Teaching Guides; *Teaching Methods
Identifiers-Utah

Guidelines and techniques for assisting limited English proficient students in adjusting to their new environment and learning to communicate in English are provided for classroom teachers without previous training in teaching English as a second language. The language and cultural differences of minority students in Utah are noted so that teachers can aid the cultural and social adjustment of new students from the moment of their arrival. Orientation to the school through the use of the orientation tapes available in 11 languages, preliminary English proficiency assessment for placement, and the teaching of basic English vocabulary and phrases for immediate communication are described. The contents of the Holt-Gudmundson Preliminary LEP Assessment Inventory are presented and seven other assessment instruments are discussed. Also covered are the use of total physical response activities to strengthen listening comprehension, survival phrases and social expressions, questions, statements and requests, basic language patterns, and English teaching materials and texts. (RW)

ED223066 FL013105

Eckles, Larry E., Jr.; Sweeney, Christine Bouffier

Guide to French Videocassette Program for Elementary Schools, Grades 1 to 6.

Fairmont State Coll., W. Va.

Pub Date 80

Note-109p.; This guide is to be accompanied by 18 videocassettes available in the Fairmont State College Library, Fairmont, WV.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Audiovisual Aids; Elementary Education; *Fles; *French; Information Sources; Instructional Materials; Learning Activities; Scripts; Second Language Instruction; *Second Language Programs; *Videotape Cassettes

Identifiers-West Virginia

The scripts and accompanying activities for 18 videocassette French instruction programs are presented. The videocassettes were developed for elementary school children learning French at the beginning, intermediate, and advanced levels. The videocassettes and guide are available to West Virginia teachers in the Fairmont State College Library. The programs include English-French and all French stories that can be used as often as necessary to increase comprehension, conduct group practice sessions, and test individual performance. The accompanying enrichment activities include art, acting, games, and singing. Sources of instructional materials and related books, films, records, and visual aids are listed in the appendix. (RW)

ED223067 FL013160

Kodjak, Barbara H.; Hayser, Kathleen

French for Children: Aspects of an Elementary School Foreign Language Program.

Pub Date 82

Note-18p.; Paper presented at the Northeast Conference on the Teaching of Foreign Languages (29th, New York, NY, April 1-4, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Class Activities; Classroom Techniques; Course Content; Elective Courses; Elementary Education; *Fles; *French; Gifted; *Learning Activities; Magnet Schools; *Second Language Instruction; *Second Language Programs; Teaching Methods

Identifiers-New Jersey (Montclair)

An elementary school foreign language program and the French curriculum are described. French and Spanish are among the electives offered as part of a New Jersey magnet school for gifted children from preschool through grade 5. Participation in the daily half-hour instruction is entirely optional and has been growing in popularity during the 5 years the magnet school has been in operation. Among the aspects of the program described are: teaching methods, the arrangement of the classroom, class exercises, learning activities, and instructional materials. Role play, skits, stories, puppet shows, rhymes, question and answer sessions, vocabulary review, and quiz shows are among the learning activities conducted at the various age and proficiency levels. This program demonstrates that a successful foreign language program can be implemented without great expense in almost any elementary school with students of all ability levels. Children who have elected to learn a second language at a young age appear to enjoy learning the language for its own sake rather than because it may be useful in later life. (RW)

ED223068 FL013170

Stevens, Bette L.; Klopp, Susan

Cross-Cultural Communication: Utilizing the CUPP Sister-College Program to Develop an Intensive American Culture Course for Intermediate ESL Students from Japan.

Pub Date 82

Note-27p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Communicative Competence (Languages); *Course Descriptions; *Cultural Education; Cultural Exchange; *English (Second Language); Higher Education; Intensive Language Courses; *Intercultural Communication; *International Educational Exchange; Learning Activities; Speech Communication

Identifiers-*Japan; Ohio Dominican College

The 1981 summer intensive American culture course at Ohio Dominican College for students from its Japanese sister college is described. Short profiles of the two colleges are given and the general goals of the exchange program and the course are stated. Overviews including reading lists and notes about field trips, are given of the three specific classes that were offered: (1) the American family of the 1980's, (2) the American belief system; and (3) the westward movement. Samples of class handouts and schedules are appended. (EKN)

ED223069 FL013172

Frelick, Alcy; van Naerssen, Margaret

Professional Cultural Orientation in ESP.

Pub Date 82

Note-15p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (16th, Honolulu, HI, May 1-6, 1982). Some pages may be marginally legible.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Chinese; Communicative Competence (Languages); Cultural Awareness; *Cultural Education; *English for Special Purposes; Higher Education; *Orientation; Reading Skills; Science Education; *Scientific Literacy; Scientific Methodology; Scientific Research; Second Language Instruction; Second Language Programs; Seminars; Simulated Environment; Simulation; Writing Skills

In this paper there is a description of and rationale for a cultural orientation for Chinese scientists going abroad for research and further study. The orientation provides (1) knowledge about and awareness of the foreign scientific culture, (2) experience in the foreign scientific culture through simulated events in a foreign language setting, and (3) participation in a content course as a means of combining the first two basic types of training. Of particular interest is the use of an introduction to western philosophy of science as content for a course conducted as a graduate seminar in the U.S., thus acquainting students with various approaches to science and education prior to going abroad. (Author)

ED223070   FL013173

Curiel, Dolores N.; And Others

An Experiment in Systematized Course Design for ESP at the Universidad Simon Bolivar.

Pub Date Aug 81

Note-321p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (16th, Honolulu, HI, May 1-6, 1982). Some pages may be marginally legible when reproduced.

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-Communicative Competence (Languages); Course Evaluation; Course Objectives; *Curriculum Development; *English for Special Purposes; Higher Education; Instructional Materials; Language Processing; *Material Development; Program Effectiveness; Reading Comprehension; Second Language Instruction; *Second Language Programs

Identifiers-Universidad Simon Bolivar (Venezuela)

In order to bring about some continuity and coherence among the various English for Special Purposes (ESP) courses at the Universidad Simon Bolivar, a systematization project was undertaken. The purpose was to provide general guidelines for the production and future revision of materials while taking into account the specific characteristics of each course. The rationale behind and steps involved in the project are described in the following chapters: (1) "Theoretical Considerations about English for Specific Purposes," by Nora Soto-Rosa de Villoria and Sonia Villegas de Rajani; (2) "Needs Analysis-First Step in ESP Course Design," by Ana Maria Rajkay de Dolanyi; (3) "The Objective Experience in 'an Experiment in Systematized Course Design for ESP at the Universidad Simon Bolivar,'" by Sharon Owen de Ross-Jones; (4) "Materials Production: A Necessary Task," by Dolores N. Curiel; (5) "Testing in ESP: An Eclectic Approach," by Donna de F. Archibald; (6) "Procedures to Follow in the Evaluation of ESP Courses," by Genoveva Llinares de Alfonzo; and (7) "The Method or the How To in ESP Courses," by Sonia Villegas de Rajani and Nora Soto-Rosa de Villoria. Each chapter concludes with a bibliography. (EKN)

ED223071 FL013209

Bellugi, Ursula; Klima, Edward S.

The Acquisition of Three Morphological Systems in American Sign Language.

Stanford Univ., Calif. Dept. of Linguistics.
Pub Date 82
Note-36p.; In its: Papers and Reports on Child Language Development, Number 21, pK1-K35.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*American Sign Language; *Child Language; Deafness; *Language Acquisition; Language Research; Morphology (Languages)

Discoveries about the acquisition of American Sign Language (ASL) by deaf children are reviewed. Current research shows that ASL has developed as a fully autonomous language with complex organizational properties not derived from spoken language. Like spoken languages, ASL exhibits formal structuring at two levels and similar organizational principles, but its grammatical structuring assumes a form deeply rooted in the modality of the language. Sign languages are strongly representational, yet fully grammaticized. They exhibit layered rather than linear organization and make structured use of space and movement, nesting the basic sign in spatial patterns and complex dynamic contours of movement. In order to explore the existence of modality effects in acquisition, the acquisition of three morphological subsystems among young deaf children is examined: the transition from gesture to sign, the spatial marking for verb agreement, and the formal distinction between nouns and verbs. It is concluded that children develop signed or spoken language in a similar manner. Language, independent of its transmission mechanism, develops in a rapid, patterned, and linguistically driven way. Illustrations of child and adult sign language and a bibliography are provided. (RW)

ED223072 FL013240

Elementary Foreign Language Guide to Resources.

Fairfax County Public Schools, VA. Dept. of Vocational, Adult and Community Education.

Pub Date Jun 82
Note-75p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-After School Programs; Classroom Techniques; Course Content; Cultural Awareness; Curriculum; Elementary Education; Enrichment Activities; *Fles; French; German; Language Enrichment; *Learning Activities; *Lesson Plans; Resource Materials; *Second Language Instruction; *Second Language Programs; Spanish; Teaching Guides
Identifiers-Virginia (Fairfax County)

A program of studies, instructional resources, and suggestions for activities and materials are presented for use by teachers in an elementary school foreign language program. The program provides supplemental elementary-level instruction for children in such languages as French, German, and Spanish. The program is primarily oral and stresses simple communication and exposure to a foreign culture. The curriculum guidelines specify vocabulary and sentence structure objectives for first and second levels. Suggestions are also offered for classroom techniques, lesson planning, classroom organization and discipline, conversational skills, sentence building, resource materials and information sources, teaching about culture, games and activities, and songs in other languages. (RW)

ED223073 FL013241

Elementary Foreign Language Teacher-PTA Liaison Handbook.
Fairfax County Public Schools, VA. Div. of Adult Services.
Pub Date Sep 78
Note-57p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-After School Programs; Course Content; Educational Objectives; Elementary Education; Enrichment Activities; *Fles; Instructional Materials; Language Enrichment; Language Teachers; *Parent Associations; Parent Participation; *Parent Teacher Cooperation; *Program Implementation; *Second Language Instruction; *Second Language Programs; Teacher Role; Teaching Methods
Identifiers-Virginia (Fairfax County)

A handbook for the organization and implementation of an elementary school foreign language program presents guidelines for teachers and PTA liaisons. The program provides supplemental elementary-level instruction for children in Spanish, French, German, Italian, Chinese, and Arabic. Much of the program planning and organization is conducted by parent groups at county elementary schools. The guidelines address procedures and policies, the role of the PTA liaison, the role of the adult center coordinator, class organization and implementation, teacher role, program objectives, instructional materials, and teaching methods. Specific topics include interest surveys, staffing, record keeping, lesson plans, suggested course content, the audiolingual method, and information sources for instructional materials. (RW)

ED223074 FL013270

Roberts, David Harrill

Deschooling Language Study in East Africa: The Zambia Plan.

Pub Date 79

Note-15p.; Paper presented at the Delaware Symposium on Language Study (Newark, DE, October 1979).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults; Autoinstructional Aids; Bantu Languages; *Bemba; Communicative Competence (Languages); Drills (Practice); Foreign Countries; *Independent Study; Native Speakers; *Second Language Learning; Speech Communication

Identifiers-Zambia

The second language learning methods of Southern Baptist missionaries in Zambia are described. Instead of studying the new language in a school setting, the student receives a week of orientation and is then placed in the community and expected to practice communicating with the native speakers at every opportunity. The student follows a course prepared by the Foreign Service Institute and uses textbooks for self-teaching. The emphasis is placed on observation of and involvement with the native population as well as frequent practice speaking the new language with native speakers. A native language informant is employed by each missionary to assist in intonation and pronunciation. A series of language drill tapes and a self-paced program titled "First Lessons in Bemba" provide support for language practice. The student prepares a speech related to daily living and then practices it in the community as often as possible during the course of a day. This language learning approach has been successful and widely accepted by the Zambians. It is seen as a means of combatting the ethnocentrism and cultural myopia prevalent in the United States and learning about the diverse languages and cultures of the world. (RW)

ED223075 FL013276

Tom, Daniel; And Others

Chinese Language Program Guide.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No-RS-80-9633
Pub Date Aug 80
Note-76p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Chinese; *Chinese Culture; *Course Content; Cultural Awareness; Cultural Education; Elementary Secondary Education; Language Skills; *Second Language Instruction; Second Language Programs; Teaching Guides
Identifiers-Hawaii

This guide for teachers of Chinese states the philosophy and objectives of the Chinese language program and outlines the content of the instructional program for the first two levels. The Chinese language program aims to develop each of the four language skills and to create appreciation and understanding of Chinese culture. Specific content suggestions are made for teaching the reading, writing, listening, and speaking skill areas as well as for presenting the role of structural patterns in Chinese. These guidelines are intended to aid teachers in planning an instructional program that will enable the student to be communicatively competent in Chinese. Guidelines for developing cultural awareness are also offered. A bibliography is appended. (Author/RW)

ED223076 FL013277

Mayer, John; And Others
Samoan Language Program Guide.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
Report No-RS-82-2846
Pub Date Jun 82
Note-151p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Course Content; *Cultural Awareness; Curriculum Development; Elementary Secondary Education; Language Skills; Lesson Plans; *Samoan; *Second Language Instruction; Second Language Programs; Student Evaluation
Identifiers-Hawaii

The goals, scope, and sequence of Samoan language instruction are outlined for the public schools of Hawaii. The goal of the program is to develop cultural awareness and communicative competence in the Samoan language at the first- and second-year levels. Objectives are enumerated and curriculum units are presented to assist schools in developing their own instructional programs. Student performance expectations relating to Samoan listening, speaking, reading, and writing skills and understanding of Samoan culture for each year of study are described. Guidelines are also provided for evaluating and reporting student progress. Useful Samoan vocabulary for the classroom, community resources, media resources, and recommended texts are listed in the appendices. (RW)

ED223077 FL013278

Honea, Clara Pena; And Others

Spanish Resource Materials Guide.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No-RS-82-2245

Pub Date Dec 81

Note-402p.

EDRS Price - MF01/PC17 Plus Postage.

Descriptors-Bibliographies; Elementary Secondary Education; Hispanic American Culture; Information Sources; *Latin American Culture; Latin American History; *Resource Materials; *Spanish; *Spanish Culture; Spanish Literature

Identifiers-Hawaii

Facts about Hispanic civilization, history, and culture are compiled to provide a resource for educators and students. Overviews are presented of the history and geographical features of Spain and Latin America, major personalities of the Hispanic world, aspects of Hispanic culture and religion, features of the Spanish language, Hispanic literature, Spanish word games and songs, and the work of the Organization of American States and the Pan American Union. Such topics as the Hispanics in Hawaii, explorers and heroes of Spanish America, festivals and holidays, Hispanic foods and recipes, sports and recreation, proverbs, idioms, and the embassies of Hispanic nations are covered. Information sources and bibliographies are provided throughout the text. (RW)

ED223078 FL013279

Burling, Robbins

Sounding Right.

Report No-ISBN-0-88377-216-7
Pub Date 82
Note-150p.
Available from-Newbury House Publishers, Inc., Rowley, MA 01969.

Document Not Available from EDRS.

Descriptors-Age Differences; Grammar; Language Acquisition; Language Skills; *Listening Comprehension; *Reading Comprehension; *Second Language Instruction; Second Language Learning; Teaching Methods

Aspects of second language learning and instruction are explored in order to develop a rationale for a comprehension-based approach to language instruction. Eight characteristic pedagogical assumptions are critically examined, including assumptions regarding the role of grammar, age differences in learning ability, the priority given to each of the four language skills, and the relationship between production and reception. Aspects of child second language learning that are relevant to older learners are considered, particularly those related to a naturalistic setting for learning. Two programs are reviewed that involve methods of teaching reading and listening comprehension. These methods illustrate the implications of overcoming the productive bias of more formal language instruction. Suggestions are offered for encouraging comprehension and building receptive vocabulary. Only through long exposure to a language can second language learners understand what sounds right and effectively monitor their own speech. Teaching grammar before reception reverses the natural sequence of acquisition. A bibliography is appended. (RW)

ED223079 FL013281

Hines, Mary, Ed.; Rutherford, William, Ed.

On TESOL '81. Selected Papers from the Annual Conference of Teachers of English to Speakers of Other Languages (15th, Detroit, Michigan, March 3-8, 1981).

Teachers of English to Speakers of Other Languages.

Pub Date 82

Note-230p.; For individual papers, see FL 013 282-297 and FL 013 299-301.

Available from-TESOL, 202 D.C. Transit Building, Georgetown University, Washington, DC 20057.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Bilingual Education; *English (Second Language); *Literature; *Second Language Instruction; *Second Language Learning; Teaching Methods

The 20 conference papers in this volume address five general themes related to English as a second language (ESL): the ESL learner, the teacher, second language acquisition theory and practice, bilingual education, and the use of literature in second language classrooms. Among the specific topics addressed are: successful learning styles, ethnic styles in classroom discourse, ESL reading proficiency testing strategies, second language learning strategies in the elementary classroom, teacher education, teaching methods for advanced composition, the Whorfian hypothesis, language use in bilingual classrooms, the Lau decision, multiethnic American literature as an ESL resource, and enhancing language awareness through poetry. (RW)

ED223080 FL013282

Stevick, Earl W.

Learning a Foreign Language: The Natural Ways.

Pub Date 82
Note-10p.; Paper presented at the Annual Conference of Teachers of English to Speakers of Other Languages (15th, Detroit, MI, March 3-8, 1981). In: On TESOL '81.
Available from-Not available separately; see FL 013 281.
Document Not Available from EDRS.
Descriptors-Adults; *Cognitive Style; High Achievement; Language Aptitude; *Learning Processes; *Second Language Learning

Different types of learning styles among sophisticated second language learners are described. Excerpts are presented of interviews with four adults who were gifted in acquiring command of foreign languages. Each of the respondents used a different approach to second language learning but considered that approach to be the one naturally appropriate way to learn a language. Two of the subjects reported that they just absorbed the language through contact with native speakers, a third engaged in extensive memorization and practice of drills, while the fourth used a two-step process of gaining intellectual understanding of a feature of the language and then using it in a communicative setting. The one common feature among the four learners is that they apply a whole system rather than a set of practices to the task of language learning. These findings have implications for the issue of whether successful language learning approaches can be taught. (RW)

ED223081 FL013283

Sato, Charlene J.

Ethnic Styles in Classroom Discourse.

Pub Date 82
Note-14p.; Paper presented at the Annual Conference of Teachers of English to Speakers of Other Languages (15th, Detroit, MI, March 3-8, 1981). In: On TESOL '81.
Available from-Not available separately; see FL 013 281.
Document Not Available from EDRS.
Descriptors-*Classroom Communication; College Students; *Cultural Differences; *Discourse Analysis; *English (Second Language); Higher Education; Second Language Instruction; *Student Participation; Student Teacher Relationship; Teacher Behavior

The relationship between ethnicity and patterns of student classroom participation was investigated in two university English as second language classrooms. Data were collected through videotaping, audiotaping, and observation of three 50-minute teacher-directed class discussions centering on language exercises. The students were categorized as Asian and non-Asian. One class was taught by a Caucasian and the other by a Japanese American. Interactions were coded in terms of teacher-to-class solicitations, teacher-to-individual solicitations, responses, waiting time for responses, student initiated participation, and teacher feedback for student initiated participation. It was found that Asian students took significantly fewer speaking turns than did non-Asian students. Asian students always responded to individually-directed teacher solicitations but did not take initiative in class discussions. Thus, their participation was largely dependent on teacher solicitation, which was found to be unevenly distributed in favor of non-Asian students. Learners' perceptions of teachers' speaking rights may play a role in these findings. It is suggested that teachers provide explicit guidelines for the conduct of classroom discourse. (RW)

ED223082 FL013284

Homburg, Taco Justus; Spaan, Mary C.

ESL Reading Proficiency Assessment: Testing Strategies.

Pub Date 82

Note-9p.; Paper presented at the Annual Conference of Teachers of English to Speakers of Other Languages (15th, Detroit, MI, March 3-8, 1981). In: On TESOL '81.

Available from-Not available separately; see FL 013 281.

Document Not Available from EDRS.

Descriptors-Adults; *Cloze Procedure; Context Clues; *English (Second Language); *Reading Achievement; Reading Comprehension; *Reading Processes; *Reading Tests

Strategies used by English as second language readers to reconstruct an interrupted line of meaning were investigated using a cloze procedure in which selected words were replaced by nonsense words. The test was administered to 39 adults enrolled in intensive intermediate and advanced level English classes. The students were required to identify known words, replace nonsense words with real words or definitions, describe knowledge that contributed to their answers, and summarize the main idea of the passage. The cloze procedure was successful in providing information on the relationship of various word-solving strategies to one another and to understanding the meaning of the passage. Ability to understand the passage was associated with use of a strategy that involved reading onward in the passage to get more information about the word. Ability to correctly define nonsense and real words was related to obtaining higher ratings from reading teachers. Finally, the word-solving skills that aided in understanding the passage were found to be unrelated to English class and proficiency level. The cloze test and references are appended. (RW)

ED223083 FL013285

Washington, Grace

Second Language Learning Strategies in the Elementary School Classroom.

Pub Date 82

Note-9p.; Paper presented at the Annual Conference of Teachers of English to Speakers of Other Languages (15th, Detroit, MI, March 3-8, 1981). In: On TESOL '81.

Available from-Not available separately; see FL 013 281.

Document Not Available from EDRS.

Descriptors-*Classroom Communication; Classroom Techniques; Elementary Education; *English (Second Language); *Learning Processes; Limited English Speaking; Second Language Instruction; *Second Language Learning; Student Participation; Teacher Behavior; Teaching Methods

Children's English as second language learning strategies and teachers' role in helping children to acquire English were investigated. Three sisters in grades 2, 3, and 4 were observed for a total of 12 hours each in their regular classrooms during the beginning of their first year in an American school. Successful cognitive and social learning strategies for children include gaining knowledge in one small area and putting it to immediate use, acting as if one can speak and understand the language, guessing, and relying on friends for help. Teaching strategies may include modification of speech, encouraging the student to be part of a group, and giving the impression that one understands the student. The subjects rarely participated verbally but showed skill in their written work. They were all quick to learn the classroom routine and acted as though they spoke and understood English. Only the youngest used social strategies such as making friends. The teachers simplified and contextualized their speech but did not modify the speech addressed specifically to the subjects, nor did they provide opportunity for sustained one-to-one interaction. The active role of learners in mapping out their own language learning strategies should be recognized. Practical suggestions are offered for elementary school teachers working with limited English speaking pupils. (RW)

ED223084 FL013286

Brown, H. Douglas

TESOL in a Changing World: The Challenge of Teacher Education.

Pub Date 82
Note-11p.; Paper presented at the Annual Conference of Teachers of English to Speakers of Other Languages (15th, Detroit, MI, March 3-8, 1981). In: On TESOL '81.
Available from-Not available separately; see FL 013 281.
Document Not Available from EDRS.
Descriptors-Educational Needs; *English (Second Language); Inservice Teacher Education; Preservice Teacher Education; Second Language Instruction; *Teacher Education; Teacher Role; Teaching Methods

The development of teaching English to speakers of other languages (TESOL) as a profession is outlined and the need for teacher education in the field is discussed. The TESOL profession has passed through three developmental stages culminating in a distinct identity based on theoretical foundations, effective teaching methods and materials, and the increasing demand for English language skills. The importance of the teacher's role as an enabler in second language learning is emphasized. Teachers of English as a second language (ESL) have expressed the need for training in a wider variety of teaching methods, adapting and writing ESL materials, classroom management, standardized tests and their interpretations, administrative and counseling aspects of ESL, and more varied practice teaching in Master's programs. Aspects of preservice Master's programs and inservice programs for ESL teachers are considered, including student selection, curriculum, faculty expertise, and placement services. It is concluded that TESOL must make recommendations and enact mechanisms for implementing quality teacher education. (RW)

ED223085 FL013287

Finocchiaro, Mary

Motivation: Its Crucial Role in Language Learning.

Pub Date 82

Note-11p.; Paper presented at the Annual Conference of Teachers of English to Speakers of Other Languages (15th, Detroit, MI, March 3-8, 1981). In: On TESOL '81.

Available from-Not available separately; see FL 013 281.

Document Not Available from EDRS.

Descriptors-Classroom Techniques; English (Second Language); *Motivation Techniques; Second Language Instruction; *Second Language Learning; *Student Motivation; *Teacher Attitudes; Teacher Role

The role of motivation in second language learning is explored. Motivation involves positive learner and teacher attitudes which must be sustained through every stage of the learning process. Factors that influence motivation are described, including: teaching methodology, understanding meanings of words, mastery, objectives, classroom techniques, student involvement, student attitudes, the role of translation, textbooks, testing, language interference, individualization of instruction, observation of teachers as a device for training teachers, students' affective and cognitive needs, and discussion of students' native cultures. Twenty-one classroom techniques for motivating students are suggested. In conclusion, the most important factor in motivation is the teacher's enthusiasm, dedication, and love of the profession. (RW)

ED223086 FL013288

Brumfit, Christopher

Methodological Solutions to the Problems of Communicative Teaching.

Pub Date 82

Note-7p.; Paper presented at the Annual Conference of Teachers of English to Speakers of Other Languages (15th, Detroit, MI, March 3-8, 1981). In: On TESOL '81.

Available from-Not available separately; see FL 013 281.

Document Not Available from EDRS.

Descriptors-Communicative Competence (Languages); *Course Descriptions; Course Objectives; Educational Change; Language Fluency; *Notional Functional Syllabi; Second Language Instruction; *Teaching Methods

The replacement of the grammatical syllabus with a communicative syllabus is discussed in terms of foreign language teaching practice. A syllabus is a device to assist in effective teaching and an administrative tool which involves generalizing about the nature of learning and specifies a progression to a stated set of goals. Developments in teaching methodology should arise from earlier methodologies as much as out of new syllabus formats. Changes made in materials and syllabi will be ineffective unless teachers understand them and are convinced of the need for change. A discussion of the distinction between accuracy and fluency in second language acquisition may be helpful in explaining the need for communicative syllabi to teachers. Simple categories such as these will enable teachers to focus on classroom methodologies rather than syllabus specifications. Educational innovations are best implemented by teachers who can adapt proposed changes to the needs of their students. (RW)

ED223087 FL013289

Constantinides, Janet C.; Hall, Chris

Advanced Composition: Beginning at the Top.

Pub Date 82

Note-9p.; Paper presented at the Annual Conference of Teachers of English to Speakers of Other Languages (15th, Detroit, MI, March 3-8, 1981). In: On TESOL '81.

Available from-Not available separately; see FL 013 281.

Document Not Available from EDRS.

Descriptors-College Students; Course Content; Debate; *English (Second Language); Higher Education; *Persuasive Discourse; *Writing (Composition); *Writing Instruction

An English as second language (ESL) student at the college level must learn to write adequate compositions. However, most ESL composition texts focus on grammar and sentence structure. A method is proposed for teaching composition to advanced ESL students which reorders the accepted sequencing of materials. Rather than proceeding from sentence to paragraph to composition, the method would begin with overall organization and modes of development along with the relation of sentence types of paragraph modes. A course has been designed that uses analogies between debate and composition to illustrate principles of rhetoric and the hierarchical relationship of their functional elements. Students are required to write a number of complete compositions, each of which emphasizes one of the following elements: the propositions, issues, contentions, logical analysis, and evidence. The effectiveness of the debate/composition model with advanced ESL students was investigated by analyzing the essays produced by 24 students before and after two semesters in a composition course. The results showed significant improvement in the compositions over time and indicated that the model is effective for teaching organization and development. (RW)

ED223088 FL013290

McKay, Sandra

A Focus on Pre Writing Strategies.

Pub Date 82

Note-7p.; Paper presented at the Annual Conference of Teachers of English to Speakers of Other Languages (15th, Detroit, MI, March 3-8, 1981). In: On TESOL '81.

Available from-Not available separately; see FL 013 281.

Document Not Available from EDRS.

Descriptors-*English (Second Language); Persuasive Discourse; *Prewriting; Rhetoric; *Writing (Composition); *Writing Instruction; Writing Processes

Composition instruction directed at native speakers of English has focused on the composed product rather than the composing process. The teaching of English as a second language (ESL) students has had a similar emphasis, with much classroom time devoted to sentence manipulation and usage exercises. Such exercises have little effectiveness in promoting understanding of the rhetorical aspects of writing. A shift in emphasis to the composing process is occurring which broadens the scope of composition classes. The pre-writing processes involved in composing an essay are described. The composition process involves three stages: preparation, incubation, and articulation. These stages encompass such processes as exploring the topic, balancing conventional and newly created associations evoked by the topic, selecting a way to organize the topic, selecting the style and rhetorical arrangement, and selection of the most useful syntactic patterns. Two types of writing are distinguished: transactional writing in which language is used to inform or persuade, and poetic discourse in which the writing is an end in itself. There are valid reasons for providing ESL students with the opportunity to produce poetic discourse and explore their personal reactions to a topic. Composition classes should employ pre-writing activities that help students decide what to say and how to express it. (RW)

ED223089 FL013291

Martin, Anne V.

Concept Relationships: Helping the Beginning Student Read English.

Pub Date 82

Note-8p.; Paper presented at the Annual Conference of Teachers of English to Speakers of Other Languages (15th, Detroit, MI, March 3-8, 1981). In: On TESOL '81.

Available from-Not available separately; see FL 013 281.

Document Not Available from EDRS.

Descriptors-Adults; *Classification; Cognitive Processes; *Concept Formation; *English (Second Language); Reading Comprehension; *Reading Instruction; Reading Processes; Reading Skills; Vocabulary Development

Techniques developed to address the reading problems of an adult English as a second language (ESL) class are described. An intensive English course was developed for a group of Arabic-speaking vocational education administrators who had several years of English training. However, they performed poorly on the lowest level of a reading series. Difficulty of sentence structure and vocabulary and overestimation of the students' English proficiency were eliminated as causes of the poor performance, and problems with basic concept relationships were identified. A series of concept relationship activities were devised to help the students develop the association skills essential to reading. The activities involved categorization, analogy, and definition. As the students showed increased facility with gradually more complex activities, their performance level on the reading lab materials improved dramatically from 20 percent to 70 percent correct. It is concluded that the exercises helped students to view information in English as a set of interrelated concepts rather than isolated elements. (RW)

ED223090 FL013292

Larsen-Freeman, Diane

The 'What' of Second Language Acquisition.

Pub Date 82

Note-22p.; Paper presented at the Annual Conference of Teachers of English to Speakers of Other Languages (15th, Detroit, MI, March 3-8, 1981). In: On TESOL '81.

Available from-Not available separately; see FL 013 281.

Document Not Available from EDRS.

Descriptors-Applied Linguistics; *Communicative Competence (Languages); Language Research; Language Usage; Pragmatics; Second Language Instruction; *Second Language Learning

Identifiers-Speech Acts

Definitions of communicative competence and research on developing communicative competence in a second language are reviewed and implications for teaching are discussed. Communicative competence refers not only to knowledge of the forms of a language but to their functions and appropriate use in context. Five areas of communicative competence are identified: linguistic rules, speech acts, propositional content, interactional patterns, and strategic competence. The research in each of these areas is reviewed. Ten general instructional principles derived from the research are offered that focus on such factors as use of polite forms, practice with communicative strategies, opportunity to use the language, error analysis and correction, understanding of the students' reasons for learning the language, and the teacher's enthusiasm for the language. In conclusion, teachers should attempt to communicate their enthusiasm while understanding the realistic limitations of their task of teaching a second language. References are appended. (RW)

ED223091 FL013293

Gass, Susan
From Theory to Practice.
Pub Date 82
Note-11p.; Paper presented at the Annual Conference of Teachers of English to Speakers of Other Languages (15th, Detroit, MI, March 3-8, 1981). In: On TESOL '81.
Available from-Not available separately; see FL 013 281.
Document Not Available from EDRS.
Descriptors-Educational Strategies; *English (Second Language); Language Skills; *Second Language Instruction; *Sentence Combining; Sentence Structure

In comparing research results and current textbook practices regarding the acquisition of relative clauses in a second language, it was found that there is a discrepancy between the approaches presented by textbooks and those taken by learners. A pedagogical approach was developed and tested which closely reflects what learners do. The results of this approach were compared with those of a more traditional textbook approach. Based on research findings that posit a hierarchy of accessibility for types of relative clauses, the experimental approach focused on one type at the center of the hierarchy while the control approach proceeded in the traditional order from easiest to most difficult. Two groups enrolled in intensive low-intermediate English as second language courses were pre-tested and post-tested on use of relative clauses before and after 3 days of instruction. Significant differences were found between the two groups in regard to post-test scores, with the experimental group showing a greater difference between pre-test and post-test scores. The types of generalizations made by the experimental group are described. In conclusion, a greater ability to productively use second language knowledge was observed when a more difficult structure was taught. (RW)

ED223092 FL013294

Carrell, Patricia L.

Relative Difficulty of Request Forms in L1/L2 Comprehension.

Pub Date 82

Note-12p.; Paper presented at the Annual Conference of Teachers of English to Speakers of Other Languages (15th, Detroit, MI, March 3-8, 1981). In: On TESOL '81.

Available from-Not available separately; see FL 013 281.

Document Not Available from EDRS.

Descriptors-Adults; College Students; *English (Second Language); Language Usage; *Listening Comprehension; Native Speakers; Second Language Learning; Sentence Structure; *Syntax

Identifiers-*Request Procedure

The relationship between ease of comprehension and the syntactic form used to convey indirect requests was investigated among intermediate and advanced learners of English as a second language (ESL). The results were compared to those of native English speaking children and adults. Subjects were 82 college students enrolled in intensive ESL classes. They were required to respond to 20 requests presented in various forms on a tape recording. It was found that the ESL students were able to comprehend a wide variety of indirect requests. A developmental pattern was observed for acquisition of ability to comprehend indirect request types, with positively conveyed requests more easily comprehended than negatively conveyed requests. The relative ease of comprehension of each type of indirect request was consistent across ESL proficiency levels, as well as for native English speaking adults and children. This finding suggests that ease of comprehension of request forms is dependent on linguistic properties rather than on learner characteristics. (RW)

ED223093 FL013295

Olshtain, Elite

English Nominal Compounds and the ESL/EFL Reader.

Pub Date 82

Note-15p.; Paper presented at the Annual Conference of Teachers of English to Speakers of Other Languages (15th, Detroit, MI, March 3-8, 1981). In: On TESOL '81.

Available from-Not available separately; see FL 013 281.

Document Not Available from EDRS.

Descriptors-College Students; *English (Second Language); Linguistic Competence; Nouns; *Reading Comprehension; Reading Skills; *Vocabulary

Identifiers-*Compound Nouns

The interpretation of nonlexicalized compound words in English by speakers of English as a second language (ESL) was investigated. Three types of competence used in interpreting noun compounds are identified: pragmatic, linguistic, and textual. The use of these three types of competence by Hebrew speaking college students enrolled in ESL reading courses was tested with compounds selected from newspaper and magazine articles on scientific topics. The compounds were presented either isolated or in context. The results demonstrated that ESL speakers use the three types of competence as needed to interpret compound nouns. The nonnative English speaker minimizes first language transfer once context is available that makes it possible to employ textual or pragmatic competence. Effective strategies for noun compound interpretation are suggested by the results. The results are tabulated in an appendix. (RW)

ED223094 FL013296

Guiora, Alexander Z.

Language, Personality, and Culture, or the Whorfian Hypothesis Revisited.

Pub Date 82

Note-9p.; Paper presented at the Annual Conference of Teachers of English to Speakers of Other Languages (15th, Detroit, MI, March 3-8, 1981). In: On TESOL '81.

Available from-Not available separately; see FL 013 281.

Document Not Available from EDRS.

Descriptors-Cultural Differences; *Cultural Influences; *Language Acquisition; *Language Role; Language Usage; *Personality Development; Pronunciation; Second Language Learning; Time Perspective

Identifiers-*Whorfian Hypothesis

Studies that attempt to clarify and test the Whorfian hypothesis, which states that the structure of one's language influences understanding of reality and behavior, are summarized. Both first language and second language behaviors were investigated in order to determine interactions between language behavior and personality development. Ability to produce native-like pronunciation, degree of gender marking, and devices for segmenting the past were studied among several age and language groups. The cumulative results indicate a complex pattern of interaction between personality and language. Language appears to have mostly an accelerating effect on the growth process but does not create permanent differences. The influence of personality on language behavior is more pervasive and enduring than the influence of language on personality. (RW)

ED223095 FL013297

Milk, Robert D.
Language Use in Bilingual Classrooms: Two Case Studies.
Pub Date 82
Note-11p.; Paper presented at the Annual Conference of Teachers of English to Speakers of Other Languages (15th, Detroit, MI, March 3-8, 1981). In: On TESOL '81.
Available from-Not available separately; see FL 013 281.
Document Not Available from EDRS.
Descriptors-Bilingualism; *Bilingual Students; *Bilingual Teachers; Case Studies; *Classroom Communication; English; Grade 2; Grade 12; Language Dominance; Language Research; *Language Usage; Primary Education; Secondary Education; Spanish

Two case studies of language use in bilingual classrooms are presented. The first case study focuses on the functions of the teacher's speech in a twelfth grade civics class. One 50-minute lesson was recorded and transcribed. The two classroom languages, English and Spanish, were coded according to their use for information, elicitation, direction, metastatement, expression, humor, followup, and reply. The teacher used English 55 percent of the time. English predominated in the functions of direction and metastatement, two potentially significant areas of imbalance. The language use patterns of children were observed in an intensive study of 12 children selected from two bilingual second grade classrooms. The speech of each child was recorded for an entire day. The amount, complexity, and function of speech in each language were analyzed. It was found that group setting affected language use but that this effect was mediated by teaching style. The small group setting provided the most favorable context for language use. Also, the students rarely used their weaker language for natural communication in the classroom. They did use their weaker language for a variety of communicative purposes, indicating that the bilingual classroom is a promising setting for second language learning. (RW)

ED223096 FL013299

Widdowson, H. G.
The Use of Literature.
Pub Date 82
Note-12p.; Paper presented at the Annual Conference of Teachers of English to Speakers of Other Languages (15th, Detroit, MI, March 3-8, 1981). In: On TESOL '81.
Available from-Not available separately; see FL 013 281.
Document Not Available from EDRS.
Descriptors-Creativity; Educational Resources; Instructional Materials; *Literature; *Second Language Instruction; *Teaching Methods

Arguments in favor of and against the use of literary works in second language instruction are examined. Although access to literary works was once a major purpose of language study, literature is currently in disfavor as a means of language instruction. Arguments against the use of literature in language courses include its lack of practical applications, its potential disruptive influence on the learning process, and its deviation from standard forms. However, textbook writers invent their own literature in order to present simple uses of language. Such textbook stories are like literature in that they are dissociated from social contexts, but unlike literature in that they do not realize the potential of language to create alternate contexts. Textbook figures, while fictional, are ludicrous in that they fail to carry conviction as characters. It is argued that creativity is a crucial concept in language learning and that all uses of language involve creation rather than rote performance. Literature is a relevant resource for teaching the creativity needed to use language to solve problems outside of language. (RW)

ED223097 FL013300

Di Pietro, Robert J.

The Multi-Ethnicity of American Literature: A Neglected Resource for the EFL Teacher.

Pub Date 82

Note-15p.; Paper presented at the Annual Conference of Teachers of English to Speakers of Other Languages (15th, Detroit, MI, March 3-8, 1981). In: On TESOL '81.

Available from-Not available separately; see FL 013 281.

Document Not Available from EDRS.

Descriptors-*English (Second Language); *Ethnic Groups; Immigrants; *North American Literature; Second Language Instruction; Teaching Methods

Factors affecting the selection of ethnic American literature for use in English as second language classes are discussed. Literature is relevant to second language learning in that it illustrates sustained communication. In selecting literature it is tempting to select that which presents a favorable image of the host country. However, such literature may reveal parochial attitudes that have a negative impact on minority students. Sources of information about ethnic American literature and examples of works dealing with ethnic themes are cited. Ethnic literature that realistically describes immigrant life can provide immigrant students with a means of objectifying their own painful experiences. Newcomers to a society have a need to identify with the experience of others and to learn about the shared and the familiar. The location, selection, and adaptation of literature sensitive to ethnicity must be followed up by assessment of teachers' attitudes. (RW)

McConochie, Jean
All This Fiddle: Enhancing Language Awareness Through Poetry.
Pub Date 82
Note-10p.; Paper presented at the Annual Conference of Teachers of English to Speakers of Other Languages (15th, Detroit, MI, March 3-8, 1981). In: On TESOL '81.
Available from-Not available separately; see FL 013 281.
Document Not Available from EDRS.
Descriptors-Adolescents; Adults; *English (Second Language); Language Enrichment; Literature; *Poetry; Second Language Instruction; *Teaching Methods

The relevance of poetry as a component of language teaching is argued and ways to incorporate poems into English as second language (ESL) lessons are suggested. Literature is valuable as a language learning experience because the language of literature is interesting and memorable and serves as a link with English speaking culture. The study of poetry and other literature is necessary to an understanding of the full nature of English. In sharing poetry with adolescent and adult ESL students, teachers should (1) select poems that promote deeper self-understanding among students, (2) explain the story in the poem, (3) explain the poet's underlying cultural assumptions, and (4) treat formal aspects of the poem as ways in which the poet plays with the linguistic resources of the language. Six techniques for using poetry in the classroom are described, including word choice and sentence combining exercises, reading poems aloud, and translating poems into everyday language. (RW)

ED223099 FL013307

Moy, Raymond H.

The Perfect Aspect as a State of Being.

Pub Date 82

Note-22p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (16th, Honolulu, HI, May 1-6, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students; *English (Second Language); Grammar; Second Language Instruction; *Teaching Methods; *Verbs; *Writing (Composition)

English as second language (ESL) learners often avoid using the present perfect or use it improperly. In contrast with native speakers of English sampled from newspaper editorials, of whom 75 percent used the present perfect, only 22 percent of ESL college students used the present perfect correctly. This avoidance is due in part to lack of understanding of the function of the present perfect. Most common explanations of present perfect usage place undue emphasis on adverbials and label the present perfect as a tense that covers past to present time. This approach is an overgeneralization that is misleading for the ESL student because it does not consider the contexts in which the present perfect is used, especially in contrast with the simple past. In addition, the exercises used to give students practice in forming the present perfect do not provide insight into the function of the present perfect as a qualifying technique. Practice using the present perfect should be viewed as a composition problem and should show how writing about current topics can be enriched and varied by bringing in relevant past details. Graphs on frequency of present perfect usage and references are appended. (RW)

ED223100 FL013308

Prapphal, Kanchana; And Others

Nonprimary Language Acquisition: A Cross-Cultural Study.

Pub Date 82
Note-155p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (16th, Honolulu, HI, May 1-6, 1982).
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Affective Measures; Cloze Procedure; College Students; *English (Second Language); Higher Education; *Language Attitudes; Language Proficiency; Motivation; *Second Language Learning; Test Reliability; Test Validity

The relationship of affective variables and types of exposure to second language learning was investigated along with the validity of a questionnaire on attitudes toward English. The affective questionnaire, exposure indices, and tests of English proficiency were administered to 403 Chinese, Japanese, and Thai university students who had studied English as a second language. The repeated measurement technique used to check internal consistency of responses and concurrent validity of the affective questions was found to be a reliable method. The affective questionnaire was found to have a degree of convergent and divergent validity although contaminating factors such as self-flattery, social acceptance, and consistency may influence responses. Exposure indices and affective variables were better predictors of language proficiency for the Japanese and Chinese students than for the Thai students. Positive attitudes toward English were positively related to English proficiency among the Chinese students. Affective variables were better predictors of English proficiency for the Chinese than for the other students. Extensive data tables, the English cloze test, and the affective questionnaire are included. (RW)

ED223101 FL013309

Jacobs, Suzanne

On Learning to Write Academic Essays: Case Studies.

Pub Date May 82
Note-27p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (16th, Honolulu, HI, May 1-6, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Case Studies; *Cohesion (Written Composition); College Students; Connected Discourse; English (Second Language); Error Patterns; Grammar; Higher Education; Second Language Learning; *Writing (Composition); Writing Instruction; Writing Skills

Two case studies of students learning to write academic discourse, particularly to maintain cohesion and relevance, are described. The two college students were part of a fourth-year biology class: one was a native English speaker, and the other spoke English as a second language. Both had a good command of spoken English grammar at the sentence level. The case studies address the following issues: violations of relevance rules for the grammar of written academic discourse, the students' means of acquiring these rules, and the relation of acquisition to error. Numerous samples of compositions produced by these students for the biology course are analyzed. It was found that the students most often had problems with relational predications in their essays. Models that are close to the skill level of the student, insight, and practice are all essential to the acquisition of the rules of discourse. Finally, acquisition of these rules was found to be accompanied by vocabulary errors, mixed constructions, and tense inconsistency. (RW)

ED223102 FL013311

Foreign Language. Boston Regional Hearings.

President's Commission on Foreign Language and International Studies, Washington, D.C.
Pub Date 4 May 79
Note-35p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Area Studies; Educational Research; International Education; *International Studies; *Language Teachers; Language Tests; Position Papers; Public Policy; *Second Language Instruction; *Second Languages; Teacher Education
Identifiers-*Presidents Comm Foreign Lang International Studies

A collection of position papers on aspects of foreign language and international studies was compiled for the President's Commission on Foreign Language and International Studies. The three major presentations focus on: the student and the foreign language curriculum, developing and maintaining teacher skills, and directions for research and assessment. Each of these papers is accompanied by a list of recommendations. The recommendations address global understanding, teacher training, adult learning opportunities, and regional resources for foreign language education. In the appendix, brief position papers on the interaction of the foreign language field with other academic fields are presented. These include three statements on foreign languages in business and industry, two statements on the contribution of international exchanges, two statements on institutional needs in language and area studies, and two statements on international education. (RW)

ED223103 FL013318

Palmer, Adrian S., Ed.; And Others

The Construct Validation of Tests of Communicative Competence.

Teachers of English to Speakers of Other Languages.

Pub Date 81

Note-171p.; Includes proceedings of a colloquium at TESOL (Boston, MA, February 27-28, 1979). For individual papers, see FL 013 319-329.

Available from-TESOL, 202 D.C. Transit Building, Georgetown University, Washington, DC 20057.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Communicative Competence (Languages); English (Second Language); Higher Education; Language Proficiency; Language Research; *Language Tests; Reading Tests; *Second Language Learning; Speech Communication; Speech Tests; Testing; *Test Validity

This collection, including the proceedings of a colloquium at TESOL 1979, includes the following papers: (1) "Classification of Oral Proficiency Tests," by H. Madsen and R. Jones; (2) "A Theoretical Framework for Communicative Competence," by M. Canale and M. Swain; (3) "Beyond Faith and Face Validity: The Multitrait-Multimethod Matrix and the Convergent and Discriminant Validity of Oral Proficiency Tests," by D. Stevenson; (4) "Convergent and Discriminant Validation of Integrated and Unitary Language Skills: The Need for a Research Model," by R. Clifford; (5) "Structure of the Oral Interview and Content Validity," by P. Lowe, Jr.; (6) "A Study of the Reliability and Validity of the Ilyin Oral Interview," by A. Engelskirchen, E. Cottrell, and J. Oller, Jr.; (7) "Inter-rater and Intra-rater Reliability of the Oral Interview and Concurrent Validity with Cloze Procedure," by E. Shohamy; (8) "Assessing the Oral Proficiency of Prospective Foreign Teaching Assistants: Instrument Development," by F. Hinofotis, K. Bailey, and S. Stern; (9) "Measurements of Reliability and Validity of Two Picture-Description Tests of Oral Communication," by A. Palmer; (10) "An Experiment in a Picture-Stimuli Procedure for Testing Oral Communication," by L. Bachman; and (11) "A Multitrait-Multimethod Investigation into the Construct Validity of Six Tests of Speaking and Reading," by L. Bachman and A. Palmer. (AMH)

ED223104 FL013319

Madsen, Harold S.; Jones, Randall L.

Classification of Oral Proficiency Tests.

Pub Date 81

Note-16p.; In its: The Construct Validation of Tests of Communicative Competence.

Available from-Not available separately; see FL 013 318.

Document Not Available from EDRS.

Descriptors-Classification; Higher Education; *Language Proficiency; *Language Tests; *Second Language Learning; *Speech Communication; Speech Tests; Test Format

A recently conducted survey has disclosed that during the past few years there has been a significant increase in the development of speaking tests. Examination of 100 speaking tests revealed many varieties and many considerations in preparing and using them. Among these are the purpose for its use, the background of the examinee, the criteria selected, and the scoring procedure. The study isolated over two dozen elicitation techniques, ranging from measures of conversational spontaneity to measurement of specific linguistic subskills. At one end of the spectrum are informal, open-ended techniques used in some interviews. Slightly more control is available in the pseudo-communicative variety, such as role play. Still more structured are connected discourse techniques, such as reading a prose passage aloud, and controlled responses, like those requiring description of a picture. A typical composite oral proficiency test for adults would incorporate several elicitation techniques and discrete scoring. It would be administered live, one-on-one, in about 10 minutes to a literate examinee. It is allowed that this composite test may not be ideal. Because there is such a large variety of oral tests in existence, the user can select or design an instrument suitable to his or her particular testing requirements. (Author/AMH)

ED223105 FL013320

Canale, Michael; Swain, Merrill
A Theoretical Framework for Communicative Competence.
Pub Date 81
Note-6p.; In its: The Construct Validation of Tests of Communicative Competence.
Available from-Not available separately; see FL 013 318.
Document Not Available from EDRS.
Descriptors-*Communicative Competence (Languages); Grammar; Language Research; *Language Usage; Linguistic Theory; Pragmatics; Second Language Instruction; *Semantics; *Sentence Structure; *Sociolinguistics; Testing

An outline is provided of the contents and boundaries of three areas of competence, or systems of knowledge, that are to be minimally included in a theory of communicative competence: grammatical competence, sociolinguistic competence, and strategic competence. Grammatical competence is concerned with the rules of sentence grammar and sentence grammar semantics. Sociolinguistic competence includes sociocultural rules for determining the social meaning and appropriateness of a single sentence or utterance; it also includes discourse rules for determining the cohesion and coherence of groups of utterances. Strategic competence is composed of verbal and nonverbal communicative strategies that are used to compensate for breakdowns in communication due to performance factors or to insufficient grammatical or sociolinguistic competence. It is suggested that the value of such a theoretical framework for second language learning is that it provides a clear initial statement, or construct, of communicative competence. Such a statement is helpful not only for the purposes of second language teaching but also for those of second language testing. (Author/AMH)

ED223106 FL013321

Stevenson, Douglas K.

Beyond Faith and Face Validity: The Multitrait-Multimethod Matrix and the Convergent and Discriminant Validity of Oral Proficiency Tests.

Pub Date 81

Note-25p.; In its: The Construct Validation of Tests of Communicative Competence.

Available from-Not available separately; see FL 013 318.

Document Not Available from EDRS.

Descriptors-Communicative Competence (Languages); Interviews; *Language Proficiency; Language Research; *Language Tests; *Second Language Learning; *Speech Communication; *Test Validity

Recently there has been a renewed international interest in direct oral proficiency measures such as the oral interview. There has also been a growing awareness among some language testing specialists that all proficiency tests must be subjected to construct validation. It seems that the high face validity of oral interviews tends to cloud and confuse the need to validate these tests. Although the tests are widely used, there is a need for a technically demonstrated validation, whether content, criterion-related, or construct. In this paper these basic concerns are brought together and made explicit. Primary considerations are made explicit regarding the climate of validation that supports or hinders the construct validation of oral proficiency tests, basic definitions, and the logic of validation that demands the construct validation of such tests. One central approach to construct validation, namely convergent and discriminant validation by the multitrait-multimethod matrix, is argued to be the most appropriate for language proficiency tests such as the oral interview. The importance of viewing tests as trait-method units is stressed, with its relevance to language testing theory. It is argued throughout the paper that language aspects and testing theory are interdependent in all language testing. (Author/AMH)

ED223107 FL013322

Clifford, Ray T.

Convergent and Discriminant Validation of Integrated and Unitary Language Skills: The Need for a Research Model.

Pub Date 81

Note-9p.; In its: The Construct Validation of Tests of Communicative Competence.

Available from-Not available separately; see FL 013 318.

Document Not Available from EDRS.

Descriptors-Language Research; Language Skills; *Language Tests; Literature Reviews; *Second Language Learning; Testing; *Test Validity

Correlational studies establishing the validity of language skill tests have traditionally described how well the tests have converged, that is, yielded equivalent results. Convergent and discriminant validation is a logical extension of these traditional procedures. However, since it requires evidence of discriminant as well as convergent validation it is ideal for the more rigorous, and functionally more important, problem of establishing the construct validity of language skill tests. A re-examination of examples drawn from the literature shows that studies claiming convergent test validity consistently fail to demonstrate evidence of discriminant or construct validity for the traits they purport to measure. These failures may be the result of error variance introduced by testing and rating methods and/or by attempts to measure skills which are based on shared rather than unique contributing elements. Suggestions are given for minimizing both method and specification error variance in convergent and discriminant language validation studies. (Author)

ED223108 FL013323

Lowe, Pardee, Jr.
Structure of the Oral Interview and Content Validity.
Pub Date 81
Note-10p.; In its: The Construct Validation of Tests of Communicative Competence.
Available from-Not available separately; see FL 013 318.
Document Not Available from EDRS.
Descriptors-Higher Education; Interviews; *Language Tests; *Second Language Learning; *Speech Communication; *Test Construction; *Test Validity
Identifiers-Foreign Service Institute Interview

The use by interviewers of a deliberate, prearranged, and consistent overall structure, comprising warm-up, level check, probes, and wind-up, can strengthen the content validity of interview tests. Moreover, the flexibility necessary for elicitation is increased if an established battery of well-structured tasks exists for candidates to perform. However, consistent use of the same topic in several interviews could lead to test compromise. Therefore, it is recommended that underlying types of tasks and questions be used repeatedly, but with different topics in different interviews, thus maintaining content validity and flexibility but avoiding test compromise. It has been found that certain question types are useful at specific levels for eliciting specific types of response. Samples of these question types are presented for Levels 0+, 1, 2, 3, and 4. A checklist, called a testing protocol, is included. It shows various tasks and questions drawn together by level. A description of the FSI oral interview rating scale for five levels is appended. (Author/AMH)

ED223109 FL013324

Engelskirchen, Alice; And Others
A Study of the Reliability and Validity of the Ilyin Oral Interview.
Pub Date 81
Note-11p.; In its: The Construct Validation of Tests of Communicative Competence.
Available from-Not available separately; see FL 013 318.
Document Not Available from EDRS.
Descriptors-*English (Second Language); Higher Education; Interviews; Item Analysis; Language Skills; *Language Tests; *Second Language Learning; *Speech Communication; *Test Validity

Reliability and validity of the Ilyin Oral Interview (IOI) are examined with respect to interscorer agreement. This test is a structured questionnaire based on a sequence of pictures depicting common events in the daily life of a student. Interviews of 11 students from an English as a second language (ESL) class at the University of New Mexico were taped and later scored by 20 native speakers of English. All scorers were either practicing ESL teachers or ESL teachers in training. Interscorer agreement in the IOI scores showed a 79 per cent variance overlap across the 12 most consistent judges and a 45 per cent variance overlap across scores and external validity criteria. The latter included ratings of the IOI interviews by two judges on the five Foreign Service Institute oral interview scales and an independent ranking of the 11 students interviewed by their regular ESL teacher. Item analysis included a questionnaire assessing the pragmatic appropriateness of the questions in the IOI. Interscorer agreement shows the IOI to be a dependable measure of oral proficiency even in the case of relatively homogeneous ability levels and with minimal instructions to scorers. Items which the scorers felt were more natural were generally better discriminators. (Author/AMH)

ED223110 FL013325

Shohamy, Elana

Inter-rater and Intra-rater Reliability of the Oral Interview and Concurrent Validity with Cloze Procedure.

Pub Date 81

Note-12p.; In its: The Construct Validation of Tests of Communicative Competence.

Available from-Not available separately; see FL 013 318.

Document Not Available from EDRS.

Descriptors-*Cloze Procedure; *Hebrew; Higher Education; Interviews; Language Proficiency; Language Research; *Language Tests; *Second Language Learning; *Speech Tests; *Test Validity

Partial results are presented of a study investigating the relationship between an oral interview and a cloze test in Hebrew and focusing on issues related to the oral interview procedure. An oral interview speaking test and cloze tests were administered to 106 students of Hebrew at the University of Minnesota. The taped interviews were rated by three raters on vocabulary, grammar, pronunciation, fluency, and overall speaking proficiency. Inter-rater and intra-rater reliabilities and concurrent validity of the oral interviews with the cloze tests were calculated. Very close agreement was found among the three raters on the oral interviews; correlations between two ratings of the oral interview by each rater were high for grammar, vocabulary, and fluency, and lower for pronunciation. Significantly high correlations were found between the average oral interview ratings and each of the cloze test scores. The common variance, a measure of how well performance on one test can predict performance on the other, was high between the oral interview total score and the difficult cloze acceptable score. While many aspects of the oral interview procedure in Hebrew remain to be investigated, the use of the oral interview for testing speaking proficiency in Hebrew is recommended. (Author/AMH)

ED223111 FL013326

Hinofotis, Frances B.; And Others

Assessing the Oral Proficiency of Prospective Foreign Teaching Assistants: Instruments Development.

Pub Date 81

Note-21p.; In its: The Construct Validation of Tests of Communicative Competence.

Available from-Not available separately; see FL 013 318.

Document Not Available from EDRS.

Descriptors-*Communicative Competence (Languages); *English (Second Language); Foreign Students; Higher Education; *Language Proficiency; Predictive Measurement; *Teaching Assistants; *Test Construction; Testing

The language problems of foreign teaching assistants (TAs) at American universities are formidable. At UCLA, the ESL Section of the English Department has responded to the needs of foreign TAs through the development of an advanced course in oral communication that focuses on teaching-related skills. A research project has been undertaken as well. This paper reports on an outgrowth of the project, the pilot stage in the development of an instrument to be used in assessing the language proficiency of prospective TAs. A panel of raters used the instrument to evaluate video-tapes of students performing a role-play task. Regression analyses were run on the data in an attempt to determine which of the categories on the instrument best predict the overall scores assigned by the raters. In addition to evaluating the subjects on the basis of both global ratings and a series of performance categories, the raters were asked to indicate whether each subject's English was good enough for him or her to be a TA. On the basis of this study, substantive changes have been effected in the instrument. Further refinements should lead to a performance test of oral proficiency for screening foreign applicants for teaching assistantships. Copies of the rating instrument are appended. (Author/AMH)

ED223112 FL013327

Palmer, Adrian S.

Measurements of Reliability and Validity of Two Picture-Description Tests of Oral Communication.

Pub Date 81

Note-13p.; In its: The Construct Validation of Tests of Communicative Competence.

Available from-Not available separately; see FL 013 318.

Document Not Available from EDRS.

Descriptors-Communicative Competence (Languages); Higher Education; *Language Tests; *Second Language Learning; *Speech Communication; *Test Reliability; *Test Validity; Visual Measures

Since Upshur's (1969) original paper describing a picture-description test of oral communication ability, four empirical studies have been completed in which variants of the tests have been used. From these studies considerable new information on the tests' reliability and validity has become available. Indications are that the reliability is somewhat less than originally estimated and that concurrent validity with the oral interview is quite low. A feature analysis of the speech behavior required by the picture-description tests indicates a number of abnormalities that could account for the tests' low validity. The model that was developed to analyze the tests sees production as varying from pure manipulation at one extreme, through noncommunicative (yet meaningful) use, to autonomous communication at the other extreme. The features involved are: propositional content, speech-act content, information sequence, uncertainty, intent, processing, and shared reference. The implication drawn from the analyses is that if controlled tests of communication are needed, an effort should be made to minimize the effect of controls on the naturalness of the speech behavior. (Author/AMH)

ED223113 FL013328

Bachman, Lyle F.

An Experiment in a Picture-Stimuli Procedure for Testing Oral Communication.

Pub Date 81

Note-9p.; In its: The Construct Validation of Tests of Communicative Competence.

Available from-Not available separately; see FL 013 318.

Document Not Available from EDRS.

Descriptors-*Bilingual Instructional Materials; Elementary Secondary Education; *English (Second Language); *Language Tests; *Pictorial Stimuli; *Speech Communication; Speech Tests; *Test Validity; Thai

As part of the evaluation of a 5-year longitudinal research and development project in individualized language learning, several alternative methods for testing oral English production were tried out. The Bilingual Syntax Measure was selected for adaptation because of the relative effectiveness of its visual component in eliciting responses. Adaptation of the test for native Thai-speaking upper elementary school children included modification of the content of the questions as well as the scoring procedure. A stratified random sample of 100 seventh grade students were tested. Individual tests were tape-recorded, randomized, and prepared for rating. Raters included five native speakers of English and one native Thai-speaking English teacher. Both interrater correlations and internal consistency estimates of reliability were acceptable, while predictive validity correlations with measures of other language skills were highly significant. Content validity is claimed in that the test provides sufficient latitude for responses to go well beyond mere manipulation; questions require factual information about the pictures, inferences regarding causal relationships implied in the pictures, and inferences based on a common external frame of reference. An example of the measure is appended. (Author/AMH)

ED223114 FL013329

Bachman, Lyle F.; Palmer, Adrian S.

A Multitrait-Multimethod Investigation into the Construct Validity of Six Tests of Speaking and Reading.

Pub Date 81

Note-17p.; In its: The Construct Validation of Tests of Communicative Competence.

Available from-Not available separately; see FL 013 318.

Document Not Available from EDRS.

Descriptors-Chinese; *English (Second Language); Higher Education; *Language Tests; Reading Tests; *Second Language Learning; Speech Tests; *Test Validity

An empirical investigation into the construct validity of tests of speaking and reading English as a second language (ESL) was performed using the multitrait-multimethod convergent-divergent design of Campbell and Fiske. Interview, translation, and self-rating tests of the two hypothesized traits, "speaking ability" and "reading ability," were administered to a population of 75 native speakers of Mandarin Chinese at the University of Illinois. The hypothesis of convergent validity was supported for all of the tests. The two hypotheses of discriminant validity were supported in enough instances to provide some evidence of this type of validity and, thus, evidence of the independence of the speaking and reading traits. An analysis of variance was also performed that supported the hypothesis that speaking and reading abilities are independently measurable. In addition, it provided evidence that the method of testing has a significant influence on the test scores. The Campbell-Fiske design for collecting data is endorsed, but newer ways of formulating and testing the hypotheses used in evaluating the data are advanced. (Author)

ED223115 HE014772

Kyvik, Svein

The Norwegian Regional Colleges: A Study of the Establishment and Implementation of a Reform in Higher Education. Studies in Research and Higher Education, 1981:1.

Norwegian Research Council for Science and the Humanities, Oslo. Inst. for Studies in Research and Higher Education.

Report No-ISBN-82-7218-069-3

Pub Date Feb 81

Note-134p.; For related document, see HE 014 773. Part of an international project conducted by the Institute of Education of the European Cultural Foundation, Paris.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Adult Students; Advisory Committees; Case Studies; Change Strategies; College Role; Continuing Education; *Educational Change; Educational Demand; Educational History; Educational Objectives; Education Work Relationship; Enrollment Trends; Foreign Countries; General Education; *Higher Education; Nontraditional Education; Regional Programs; *Terminal Education; Transfer Policy; *Vocational Education

Identifiers-*Norway; *Regional Colleges

The establishment of the Norwegian regional colleges is reviewed, based on an international project conducted by the Institute of Education of the European Cultural Foundation. This project involved 10 case studies of educational reforms or policy changes in European countries since the 1960s or early 1970s. Attention is directed to the original goals for the new Norwegian regional colleges, the current situation, and the different factors that influenced the developments. The regional colleges have been referred to as "short-cycle institutions": those primarily providing vocationally-oriented training significantly shorter than traditional university education. These colleges also offer certain courses that could be credited toward traditional university degrees. In addition, the regional colleges are designed to contribute to the development of the region and to provide adult or recurrent education. In addition to considering these different kinds of educational offerings, conflicts among the different educational objectives are addressed. In regard to the present state of the reform, the following concerns are discussed: the teaching staff, students, student participation and teaching methods, pattern of organization, content of the different curricula, the employment situation, transfer, geographical distribution of students and graduates, cooperation with regional institutions, and the research policy. The development of the regional colleges is considered with respect to the following: administrative and financial arrangements, teacher recruitment, curriculum development, the decline of general education, and the development of research. Some theoretical considerations and the future of regional colleges are addressed, and appended materials include a list of subjects taught in 1980 and information on the Norwegian university degree system. (SW)

ED223116 HE014773

Bie, Karen Nossum

Creating a New University: The Establishment and Development of the University of Tromso. Studies in Research and Higher Education, 1981:3.

Norwegian Research Council for Science and the Humanities, Oslo. Inst. for Studies in Research and Higher Education.

Report No-ISBN-82-7218-071-5

Pub Date Apr 81

Note-170p.; For related document, see HE 014 772. Part of an international project conducted by the Institute of Education of the European Cultural Foundation.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Advisory Committees; Case Studies; *College Role; *Comparative Education; *Educational Change; Educational Demand; Educational Development; Educational Finance; *Educational History; Educational Innovation; Foreign Countries; Higher Education; Political Influences; *Public Policy; Regional Cooperation; School Location; Student Recruitment; Teacher Recruitment

Identifiers-*New Colleges; *Norway; University of Tromso (Norway)

The establishment and development of the University of Tromso in Northern Norway are discussed. This case study is one of 10 undertaken as part of a project conducted by the Institute of Education of the European Cultural Foundation to compare higher education reforms that were introduced during the 1960s or early 1970s in various European countries. After reviewing the reform, the University of Tromso is described as it is today, and conditions that influenced its development are examined. Goals for the university that were formulated by the Ministry of Education and Parliament, and those formulated by the university, are described. Aspects of the educational and occupational situation in Norway from the late 1950s included a growth in student enrollment at universities, insufficient facilities, and a shortage of academically qualified people. The university as it exists today is considered in relation to: expenditures, staff, student numbers, geographic background of students, the graduation rate, the system of governance, areas of study, innovations in examination procedures and teaching, interdisciplinarity in teaching and research, and the regional relevance of the university (e.g., subjects and research relevant to the region). General trends in higher education in the 1970s and economic influences affecting the University of Tromso are addressed. Student recruitment has been affected by developments within secondary education in Northern Norway, a national tendency of declining enrollments, and influences related to patterns of study. Appended materials include information on: committees appointed by the university's Interim Council, and the Norwegian university degree system. (SW)

ED223117 HE015017

Kurst, Charlotte, Ed.

Guide to Graduate Management Education, 81-82.

Educational Testing Service, Princeton, N.J.

Spons Agency-Graduate Management Admission Council, Princeton, NJ.

Pub Date 81

Note-590p.

Available from-Graduate Management Admission Council, Box 966, Princeton, NJ 08541 ($6.95).

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors-Aptitude Tests; *Business Administration Education; College Admission; College Applicants; *College Choice; *College Entrance Examinations; Females; Foreign Students; *Graduate Study; Higher Education; *Masters Programs; Minority Groups; Need Analysis (Student Financial Aid); *Occupational Information; Program Descriptions; Scores; Student Costs; Student Financial Aid; Test Coaching; Test Wiseness

Identifiers-*Graduate Management Admission Test

Information is presented on selecting and applying to graduate management programs, the Master of Business Administration (M.B.A.) degree, costs and financial aid, and concerns pertaining to minorities, women, and foreign students. Additionally, key facts about specific graduate schools of management, a description of the Graduate Management Admission Test (GMAT), a sample GMAT and answer key, and guidelines for the use of GMAT scores are included. Detailed descriptions of more than 450 graduate programs throughout the world are provided. The most commonly asked questions about M.B.A. programs are considered to assist the applicant in evaluating whether a particular program will meet educational and career preferences, and other management programs/degrees are identified. Criteria used in the admission process, including the undergraduate record, GMAT scores, and motivation, are addressed. In addition to providing information on determining financial need and financing graduate study, aid programs for women and minorities are covered. Management careers in different sectors (business, the public sector, and entrepreneurial endeavors) are briefly described, and the way that knowledge/management skills acquired in school apply to careers entered by M.B.A. graduates is examined. Key facts on schools include: programs of study, deferred admit policy, length of study, applicants/enrollment for 1979-1980, student characteristics, and financial assistance. The content of the GMAT, what the test measures, and test-taking strategies are covered, along with explanations to selected questions. Finally, public interest principles regarding admissions testing are outlined. (SW)

ED223118 HE015019

Desberg, Peter; And Others

The Effect of Humor on Retention of Lecture Material.

Pub Date 81
Note-7p.; Paper presented at the Annual Meeting of the American Psychological Association (Montreal, Canada, September 1-5, 1981). Not available in paper copy due to marginal legibility of original document.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Instruction; Educational Research; Higher Education; *Humor; *Learning; *Lecture Method; *Recall (Psychology); *Student Attitudes; *Teaching Methods; Undergraduate Students

The effect of humor on retention of lecture material was studied with 100 undergraduate students at California State University, Dominguez Hills. Within each class, students were divided into four equal groups, and four versions of a lecture on language development were presented on videotape by a college faculty member. The lectures were identical in content and varied only in type of humor: (1) humor related directly to items in the learning test; (2) humor unrelated to the items being tested; (3) no humor; and (4) a repetition of the concept that preceded the related joke (repetition control condition). Both the related and unrelated jokes were inserted in identical places within the lecture content. A joke was considered related if it was associated with, or served as, a mnemonic device for the concept to be learned and recalled. Information learned or recalled from the lectures and data regarding each subject's attitude toward the lecture and the speaker were assessed, along with ratings of the level of humor in the 10 jokes from the related humor lecture. The related humor lecture facilitated retention of information significantly more than both the unrelated humor and the nonrepetition control lectures. The nonrepetition control and the unrelated humor conditions were recalled equally well. That is, repetition, whether or not through the use of humor, enhanced recall. Furthermore, subjects found the humorous presentation more enjoyable. It is concluded that in cases of rote learning, related jokes contribute by both repeating the concept and making the learning process more enjoyable. (SW)

ED223119 HE015202

Stier, William F., Jr.
Faculty Evaluation: A Positive Approach.
Pub Date 26 Apr 82
Note-34p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Houston, TX, April 22-26, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Evaluation Criteria; *Faculty Evaluation; Feedback; Higher Education; *Instructional Improvement; *Peer Evaluation; Personnel Policy; Questionnaires; *Self Evaluation (Individuals); *Student Evaluation of Teacher Performance; *Teacher Effectiveness

The objectives and techniques of faculty evaluation are examined. It is suggested that the reasons for the evaluation process play a significant role in how such evaluations are perceived by all involved and how successful the process will be in reaching the objectives of the evaluation process. Four specific competencies that can be evaluated are: technical skills, interpersonal relationship skills, conceptual skills, and dedication. Generally, there are four commonly used systems or styles of evaluation in use today with education: self-evaluation/self-assessment, administrative evaluation/assessment, peer evaluation, and student evaluation. Study findings have revealed that the most common system of evaluation involves only student and administrative evaluation. When evaluation information is used as feedback to aid in staff self-development, research suggests that teachers, staff, and administrators favor such evaluation. However, if this information is used exclusively for administrative decisions such as rehiring, dismissal, salary increments, and tenure, teachers do not support evaluation. The Peer and Self-Evaluation Checklist, which is appended, may be used for self-evaluation, administrative evaluation, and peer evaluation, and covers six competency areas. Criticisms of self-evaluation and about evaluation in general are identified. Appended materials include evaluation forms used by Ohio Northern University; an instructional or coinstructional assessment sheet that delineates the quantitative tasks that absorb an individual's time and effort; student evaluation form for physical education activity class; form for student evaluation of course instruction; and faculty evaluation form. (SW)

ED223120 HE015206

Gregory, Michael S.

The Science-Humanities Program (NEXA) at San Francisco State University: The "Two Cultures" Reconsidered.

Pub Date 80

Note-9p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Faculty; Conferences; *Curriculum Development; Educational History; Educational Philosophy; Higher Education; *Humanities; *Interdisciplinary Approach; Interprofessional Relationship; *Sciences; Teacher Workshops; Team Teaching

Identifiers-New Humanism; *NEXA Program; *San Francisco State University CA; Sociobiology

The origin of the Science-Humanities Program (NEXA) at San Francisco State University, California, is described. The overall goal of NEXA was to provide a model for reconciliation between the two cultures, science and humanities (philosophy, literature, history, and the arts). The first objective was to establish a sense of collegiality and common purpose among the faculty of these fields. A second objective was to derive its new curriculum. Beginning with a core of 10 courses, this curriculum has enlarged to 20 courses taught by humanist-scientist teams. These courses are designed to provide basic concepts, historical perspectives, and acquaintance with current issues involving mutually the sciences and the humanities. The NEXA curriculum may be used by students to satisfy general education and elective requirements or to serve as the basis of major or minor programs. Additionally, a special master's curriculum is available for qualified students. The third objective of NEXA was to offer public events of high interest that brought to focus concerns shared by humanists and scientists, and the fourth was to disseminate the idea of science-humanities cooperation throughout a 19-campus system by means of consultations, conferences, and workshops. A historical summary is presented of the so-called "two-cultures" dilemma, whose origins are traced to the 17th century and whose consequences for the 19th and 20th century experience are examined in detail. Specific attention is paid to the new field of sociobiology as an example of scientific reductionism. The present plight of the humanists, the role of logical positivism, and possible future alternatives for a rehumanized philosophy are also examined. Another area of concern is "the new humanities." (SW)

ED223121 HE015364

Mayhew, Lewis B.

Thoughts on the Restoration of Academic Quality. Volume I. Occasional Papers in the Study of Higher Education.

Stanford Univ., Calif. School of Education.
Pub Date Aug 82
Note-432p.
Available from-School of Education, Stanford University, Stanford, CA 94305 ($16.00).
EDRS Price - MF01/PC18 Plus Postage.
Descriptors-Academic Standards; Centralization; College Instruction; *College Role; Decentralization; *Educational Change; *Educational Quality; Governance; Graduate Study; *Higher Education; School Organization; Student Teacher Relationship; *Teacher Role; Trend Analysis; Undergraduate Study

The restoration of academic and intellectual quality in higher education is considered in regard to educational reforms, the undergraduate curriculum, organized out-of-class life, faculty and college teaching, academic leadership, centralized/decentralized organization, accreditation, governance, and graduate education. It is suggested that in three types of institutions academic quality matters are of critical significance: publicly supported two-year community colleges; small privately supported liberal arts colleges; and new privately supported, tuition-supported institutions created since about 1970 to serve new clienteles (i.e., humanistically oriented liberal arts colleges, and law schools designed for part-time students with courses taught by part-time faculty). It is suggested that until about 1970, there appeared to be essential agreement in 20th century colleges and universities as to their central mission and purpose. Beginning in 1970, a substantial wave of anti-intellectualism was embraced by professional educators. In regard to teachers, much of the reforming literature seems to ask that they should also be capable of facilitating development of a wide range of human feeling and emotion. It is proposed that for purposes of maintaining academic quality, as well as institutional survival, a strong centralized administration is needed for some functions, like budgeting and personnel policy formation, while academic quality decisions should be made by subordinate academic administrative units. Supra-institutional coordinating councils, statewide boards, and trustee boards are also discussed. (SW)

ED223122 HE015427

Malm, Kaj

On the Dynamics of Undergraduate Performance and Dropout. Research Bulletin 58.

Helsinki Univ. (Finland). Inst. of Education.

Report No-ISBN-951-45-2625-2

Pub Date 82

Note-21p.; Not available in paper copy due to small light print.

Available from-Department of Education, University of Helsinki, Fabianinkatu 28 A, SF-00100 Helsinki 10, Finland.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Achievement; *Academic Failure; Achievement Tests; Dropouts; Educational Research; *Feedback; Higher Education; *Mathematical Models; Performance; *Student Attrition; Undergraduate Students

The development and testing of a process model of undergraduate student performance and the influence of performance on dropout rates are discussed. An important feature of the model is a feedback loop that represents knowledge of results. A mathematical elaboration of traditional ideas regarding the effect of feedback on performance is included. A differential equation is obtained when the rate of change in the performance of a student at some point in time is proportional to the performance at that time minus some constant (which is a measure of the performance norm adopted by the student). The solution of the equation is the performance function, and its outstanding feature is its monotonicity. Testing of the model was undertaken with about 2,000 undergraduates enrolled in a 1-year mathematics course at the University of Helsinki, Finland, during 1975-1980. Each year, students were divided into those who failed and those who passed, and data were collected on performance and numbers of participants on seven examinations. The number who passed divided by the number in the last examination was remarkably stable through the 5 years. About 15 percent of the students participating in the last examination failed, and almost 90 percent of those who failed dropped out before the last examination. The total dropout rates were therefore more or less complementary to pass rates. Relative performance and mean standard deviations of the scores were also assessed. It is concluded that the theory explained 88 percent of the dropout variance and 81 percent of the variance of the pass rate. (SW)

ED223123 HE015429

Young, David J.; Tigges, Steven W.

Federal Tuition Tax Credits and the Establishment Clause: A Constitutional Analysis of the Packwood-Moynihan Proposal.

National Catholic Educational Association, Washington, D.C.
Pub Date Jan 82
Note-43p.; Prepared at Murphy, Young & Smith, Columbus, OH.
Available from-National Catholic Educational Association, 1077 30th Street, N.W., Suite 100, Washington, DC 20007.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Church Related Colleges; Constitutional Law; Educational Opportunities; Federal Government; *Federal Legislation; Higher Education; Parent Financial Contribution; Private Colleges; *Private Schools; *Religion; *State Church Separation; *Tax Credits; *Tuition
Identifiers-*First Amendment; Moynihan (Daniel P); Packwood (Robert W); Tuition Tax Credits Legislation; United States Constitution

A constitutional analysis is presented of the Establishment Clause of the First Amendment of Senate Bill 550, the Packwood-Moynihan proposal for federal tuition tax credits for parents who pay tuition in order to send their children to a nonpublic school. The Supreme Court has developed a three-part standard under the Establishment Clause: the legislation must have a secular purpose and a secular effect and it must not create excessive entanglements between government and religion. With respect to the secular purpose requirement, the articulated purpose of the Packwood-Moynihan proposal is to promote educational (not religious) pluralism and to enhance educational opportunity for all Americans at their chosen schools. The entanglements test has two concerns: whether legislation creates undue administrative involvements between church and state; and whether it fosters serious political divisiveness or fragmentation along religious lines. It is suggested that whereas the secular purpose and entanglements tests should not threaten the validity of federal tuition tax credits, the secular effect requirement presents a more difficult question. Attention is directed to the Committee for Public Education v. Nyquist decision, which invalidated New York's tuition tax benefit program. Among the arguments favoring the bill are the following: the proposal would grant assistance to individuals, not institutions; it proposed national tax legislation in line with the power of Congress to tax and spend; aid can be viewed as going to nonideological secular functions of church-related schools; and the legislation might help reserve freedom of educational choice which the Supreme Court has held is constitutionally protected. The text of the bill is appended. (SW)

ED223124 HE015444

Horizons: A Guide to Post-Secondary Education in Ontario, 1983-84. Revised.

Ontario Ministry of Colleges and Universities, Toronto.
Pub Date Mar 82
Note-176p.
Available from-Communications Services Branch, Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ontario M7A 1L2, Canada.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accessibility (for Disabled); *Allied Health Occupations Education; American Indian Education; Apprenticeships; Broadcast Industry; *Business Education; College Programs; Continuing Education; Cooperative Programs; Correspondence Schools; Foreign Countries; *Human Services; Industrial Training; Industry; Occupations; Older Adults; *Postsecondary Education; School Business Relationship; *Student Costs; Student Financial Aid; Technical Education; *Trade and Industrial Education
Identifiers-Canada; *Ontario

Information is presented on offerings and student costs at colleges of applied arts and technology in Ontario, Canada. These colleges are comprehensive institutions offering primarily diploma programs (2-3 years), and certificate programs (less than 1 year). Credit courses leading toward a diploma may be offered through continuing education on a part-time basis. For each college, descriptions are provided on four broad program categories: arts and science--general and applied, business, health sciences, or technology. The listing also includes descriptions of: college preparatory programs for academic upgrading, continuing education, and alternative programs. Alternative programs include apprenticeships, modular training, training in business and industry, and continuing education. For each college, charts provide information on the following programs: 50 apprenticeships; arts (visual, creative, and general); business-related (accounting, administration, data processing, marketing/sales, secretarial); communications; community services; food, hospitality, and tourism; allied health; and technology. Additional fields are offered through short programs, which are also outlined. A separate section by school provides information on financial assistance and additional services, descriptions of diploma and certificate programs by field, and information on campuses. Information is also provided on private vocational schools, correspondence study, facilities for disabled students, native studies, and study opportunities for senior citizens. (SW)

ED223125 HE015452

Armstrong, John D., Ed.; Store, Ron E., Ed.

Evaluation in Distance Teaching. Proceedings of a Workshop (Townsville, Australia, May 11-14, 1980).

Townsville Coll. of Advanced Education, Queensland (Australia).
Report No-ISBN-0-9594543-0-6
Pub Date Aug 80
Note-190p.; Workshop held in cooperation with the Australian and South Pacific External Studies Association.
EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Assignments; Audiovisual Aids; *College Instruction; Communication Problems; *Course Evaluation; Course Objectives; Curriculum Development; *Curriculum Evaluation; Educational Assessment; Educational Media; Educational Objectives; Educational Philosophy; Evaluation Criteria; Evaluation Methods; *Extension Education; Feedback; Foreign Countries; Higher Education; *Inservice Teacher Education; Interaction Process Analysis; Interdisciplinary Approach; Mining; Program Evaluation; *Student Evaluation; Teaching Methods
Identifiers-Darling Downs Inst of Advanced Educ (Australia); Deakin University (Australia); *Distance Education; Newcastle College of Advanced Educ (Australia); Townsville Coll of Advanced Education (Australia); University of Queensland (Australia)

Proceedings of a 1980 workshop in Queensland, Australia, on evaluation in distance teaching are presented. Two focal areas were the assessment of students and evaluation of programs and courses. In addition to keynote and workshop papers, a variety of evaluation forms are presented. Among the papers and authors are: "The Setting of Tertiary Education in Australia in the 1980's" (J. A. Allen); "Assessment of Students in Distance Teaching" (Brendan Connors); "Program Evaluation in Distance Teaching--Against the Techologisation of Reason" (Stephen O. Kemmis); "New Horizons in Distance Education" (Eric Gough); "Key Issues in Evaluation in Distance Teaching" (John D. Armstrong); "Practical Project Assessment Problems in Distance Teaching" (W. L. Cook); "Evaluation of Knowledge, Attitudes, and Skills in Distance Teaching: A Discussion Paper" (A. J. Doring, R. P. Moon); "The Assessment of Skills-Oriented Courses in In-Service Programs for Teachers" (Barry A. Fields, Caroline Cottman); "Evaluation and Change in the Deakin Course Team Context" (M. Kelly); "Criteria for Assessing Assignments" (D. A. F. Mitchell); "Evaluative Feedback on Student Assignments" (I. McD. Mitchell); "Using a Communicating Styles Survey to Evaluate the Interaction Patterns of External Students in Queensland" (Brian Noad, Ken Stafford); "The Preparation, Implementation, and Evaluation of Non-Print Media in a Mathematics Curriculum Studies Course" (I. J. Putt); and "Development, Teaching, and Assessment of a Multidisciplinary Course: A Case Study" (P. C. Sharma, W. H. Richmond). (SW)

ED223126 HE015463

Leskiw, Russell J., Ed.; Moir, Philip E., Ed.

Compromise, Collaboration or Competition in Higher Education. Proceedings of the Pacific Northwest Conference on Higher Education (45th, Vancouver, British Columbia, October 10-12, 1979).

Report No-ISBN-0-87071-279-9

Pub Date 82

Note-78p.

Available from-Oregon State University Press, 101 Waldo Hall, Corvallis, OR 97331 ($5.00; discounts available).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Ancillary School Services; College Faculty; College Planning; Consortia; Cooperative Programs; Educational Technology; Extension Education; *Faculty Development; Foreign Countries; Health Services; Higher Education; Industry; *Intercollegiate Cooperation; *International Education; *International Educational Exchange; *Nontraditional Education; Professional Continuing Education; *Professional Development; Regional Cooperation; Sabbatical Leaves; School Business Relationship; Study Abroad

The focus of the conference was on interinstitutional collaboration as a means of advancing higher education, particularly international education and faculty development. Contents are as follows: Introductory Comments (Russell J. Leskiw and Philip E. Moir); "Institutional Collaboration for Professional Development and International Education" (Stephen F. Foster); "Coordination versus Autonomy in Higher Education: The Challenge of the 1980s" (John D. Dennison); "Response to the Papers Presented by Professors Foster and Dennison" (Paul Gallagher); "Innovation and Modification in International Education" (James K. Morishima); "Improving Services to Students and the Public" (Gerry N. Lloyd, panel moderator); "Interinstitutional Cooperation in International Programs" (Jack Van de Water); "The Canadian School of Takudai (Susan Tennant); "Institutional Cooperation: Joint Programming in Travel Study" (Charles G. Mossop); "Industrial Professional Development" (Kenneth Gaglardi); "Instructional Skills Project for Staff Development" (Douglas Kerr); "The New Professional Role of the Instructor in the Open Learning System" (Kathleen M. Forsythe); "Interinstitutional Cooperation--The Way for a Small College to Get Further Faster: Some Experiences and Prospects" (Don Salter and Roger Hart); "The Open Learning Institute: Entering the Twenty-First Century" (David Kaufman and John Bottomley); and "Cooperative Professional Development in Health Education" (Tony Williams). Appended materials include the name and address of steering committee members, planning committee members, consultants, and conference participants. (SW)

ED223127 HE015483

Zemsky, Robert

A View from the Trenches. Postsecondary Education Finance: The Institutional View.

Pennsylvania Univ., Philadelphia. Higher Education Finance Research Inst.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date [81]

Note-57p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Budgeting; *College Administration; College Curriculum; College Planning; College Role; *Educational Finance; Federal Aid; *Financial Policy; Government School Relationship; Graduate Study; *Higher Education; Institutional Research; Intellectual Disciplines; Public Policy; Research Projects; Resource Allocation; *School Organization

Issues pertaining to educational finance in colleges and universities are considered. It is suggested that solving problems of organization will lead to shifts in management style, which in turn may affect flows of funds to disciplines. The outcome may be a change in academic scope and either limiting or expanding institutional opportunities. The principal questions for research on institutional finance stem from an understanding that colleges and universities are not businesses, and from a shift of attention away from questions of productive efficiency and toward a new understanding of the importance of process in the structuring of institutional finance. It is claimed that colleges and universities are not businesses because they are not organized vertically, are not concerned with profit, and have not traditionally invested much energy and resources in the process of conducting business itself. In organizing an institutional research agency, it is important to recognize that the American campus is fundamentally like a municipality, and that the problems that institutions of higher education will face in the 1980s--organizationally, structurally, and financially--are similar to those that American communities have been facing for more than a decade. Questions on curriculum and the scope of the academic enterprise are addressed in relation to financial planning. Additional topics include: public policy related to the financing of greduate education; changes in how the federal government pays for sponsored research; and the financial consequences of regulations, competition, and cooperation among institutions. (SW)

ED223128 HE015495

Taylor, Elizabeth; And Others

Students' Understandings of the Concept of Social Class.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Report No-SMG10

Pub Date 81

Note-18p.

Available from-Institute of Educational Technology, The Open University, Walton Hall, Milton Keynes, England MK7 6AA.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Students; Course Objectives; Educational Objectives; Foreign Countries; Higher Education; Introductory Courses; Knowledge Level; *Pretests Posttests; *Program Effectiveness; *Social Class; Social Differences; Sociology; *Student Attitudes; Student Evaluation

Identifiers-*Open University (Great Britain)

Students' understandings of the concept of social class before and after taking the Social Science Foundation course (D101) at Great Britain's Open University were investigated in 1980. Among the students' conceptions before the course was that people are middle class or working class according to their job. Other conceptions were that social class is connected with the amount of money earned, how much education or training is required for one's job, personal characteristics (e.g., intelligence and appearance), one's background or upbringing, attitudes toward life and values, and the value that society places on one's job. Most students described one or two sorts of conceptions and talked about things they saw as associated with class rather than describing the construct of social class. The second interview after the course elicited the same conceptions, except that no mention was made of the value of the job to society or the characteristics of the person. Additionally, after the course, reference was made to class as a historical classification or myth, as a measure of social mobility, and as a power position in society. Over all, half of the students gained a better understanding of the concept of social class, while the remainder appeared not to have changed their understandings. It is suggested that the course specifically focus on the concept of social class, and that students' initial understanding of the concept should be determined. (SW)

ED223129 HE015496

Taylor, Elizabeth; And Others

The Outcomes of Learning from the Social Science Foundation Course: Students' Understandings of Price Control, Power and Oligopoly.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
Report No-SMG9
Pub Date 81
Note-28p.
Available from-Institute of Educational Technology, The Open University, Walton Hall, Milton Keynes, England MK7 6AA.
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Business; Cognitive Style; *College Students; Costs; Course Evaluation; Course Objectives; *Economic Factors; Educational Objectives; Financial Policy; Foreign Countries; Higher Education; Industry; *Introductory Courses; Knowledge Level; Power Structure; *Pretests Posttests; *Social Sciences; Student Evaluation; Unions
Identifiers-*Open University (Great Britain)

Students' understandings of the concepts of price control, oligopoly, and power before, during, and after taking a social science foundation course (D101) at Great Britain's Open University were investigated. Students were asked 10 questions on key concepts taught in the course. Three of the questions are addressed: (1) Why doesn't the conservative government want to control prices? (2) Does it matter that only two companies (Lever Brothers and Procter and Gamble) produce almost all the soap powder sold in Britain? (3) Why are trade unions powerful? These questions gave different pictures of change in students' understanding after the course. Question 1 showed little change in students' understanding, while question 2 showed a marked trend toward a more sophisticated understanding. Question 3 showed a confusing picture of results. Only for question 2 was there any evidence that the course had improved students' level of understanding. One possible reason for the study results is that changing conceptions is difficult and takes time. In addition, the way the course material addresses a concept may have important consequences for the students' ability to understand the concept. The importance of knowing students' initial constructions within a subject area as well as the approach a student takes to learning (i.e., memorizing versus understanding the message in the instructional materials), is suggested. A bibliography and information on the research methodology of the study are appended. (SW)

ED223130 HE015501

Phillips, Don I., Ed.; Shen, Benjamin, S. P., Ed.

Research in the Age of the Steady-State University. AAAS Selected Symposium 60.

American Association for the Advancement of Science, Washington, D.C.
Report No-ISBN-0-86531-380-6
Pub Date 82
Note-113p.
Available from-Westview Press, 5500 Central Ave., Boulder, CO 80301 ($16.50).

Document Not Available from EDRS.

Descriptors-Accountability; Chemistry; College Faculty; Educational Trends; *Financial Support; *Futures (of Society); Government School Relationship; *Higher Education; Institutional Research; Public Policy; Research; *Research and Development Centers; Researchers; Research Libraries; Research Opportunities; Retrenchment; School Business Relationship; Sciences; *Scientific Research

Identifiers-*Research Universities; Steady State

Based on an American Association for the Advancement of Science (AAAS) symposium, this book examines the future of academic research in light of the following: (1) direct funds for basic science had increased for 4 to 5 years, and nonbudget items (i.e., declining enrollments) had become of increasing concern; (2) the Sloan Commission on Government and Higher Education and the National Commission on Research had examined aspects of the relationship between research and higher education; (3) the Higher Education Act of 1965, the primary national legislation affecting colleges and universities and their students, was up for renewal in 1980; and (4) the first report on the "Five-Year Outlook for Science and Technology" was released by the National Academy of Sciences in late 1979. Following the introduction, "The Future of Academic Research" (Don I. Phillips), chapters include: "Research Universities and the Future: Challenges and Opportunities" (Gilbert S. Omenn and Denis J. Prager); "University Research: Congressional Perspective" (George E. Brown, Jr.); "Government Accountability Requirements for Research Funds" (John J. Lordan); "The View from the Research Laboratory" (Raymond Orbach); "A Survey of Undergraduate Chemical Research" (J. N. Spencer and Claude H. Yoder); "New Academic Positions: The Outlook in Europe, Canada, and the United States" (Charles V. Kidd); "Research Centers and Non-Faculty Researchers: A New Academic Role" (Albert H. Teich); and "An Interdisciplinary Look at Science Policy in an Age of Decreased Funding" (C. West Churchman). (LC)

ED223131 HE015506

Etheridge, Sandra Y.

The Impact of Title VII on the Woman in Academic Science.

Pub Date [82]

Note-19p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Affirmative Action; Civil Rights Legislation; Compliance (Legal); Constitutional Law; *Court Litigation; *Employment Practices; Equal Opportunities (Jobs); *Federal Legislation; Females; Government School Relationship; Higher Education; Personnel Policy; Physical Sciences; *Science Teachers; *Sex Discrimination; *Women Faculty

Identifiers-*Civil Rights Act 1964 Title VII; Fourteenth Amendment

The effect of Title VII of the Civil Rights Act of 1964 on the numbers and status of women in the academic physical sciences is addressed, and historical trends since the beginning of the century regarding the participation of women in education and science are briefly reviewed. The percentage of women doctoral degree recipients grew steadily from 16 percent in 1920 until peaking at 21 percent in 1945, and then declined following World War II, reaching a low of 9 percent in 1954. Although higher education expanded rapidly in the 1950s and 1960s, the science fields, particularly the physical sciences, still do not have a large contingent of women faculty. As originally passed, Title VII prohibited sex discrimination by employers in hiring or firing; in compensation; in terms, conditions, or privileges of employment; or limiting, segregating, or classifying employees or applicants. It is claimed that the Equal Employment Opportunity Act of 1972 amendment did not clear up the confusion regarding definition of the goals to be achieved in implementing Title VII. Cases that set the precedent or that directly examined the status of women are reviewed, including two cases involving universities and women in science. Three levels at which cases brought forward under the Equal Protection clause of the Fourteenth Amendment may be considered are: rational relationship, strict scrutiny, and the middle-tier level. Controversy over using the clause is noted. It is concluded that the number of women employed in the physical science departments is not likely to be significantly influenced by current legislation. (SW)

ED223132 HE015507

College-Bound Digest, 1982-83: A Series of Thought-Provoking, Educational Articles for College-Bound Students.

Educational Communications, Inc., Lake Forest, IL.
Report No-ISBN-0-915130-76-9
Pub Date 82
Note-19p.; Not available in paper copy due to small print.
Available from-Educational Communications, Inc., 721 N. McKinley Road, Lake Forest, IL 60045 ($1.50 each; $1.25 each, 10-99 copies; $1.00 each, 100 or more copies).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Admission Criteria; Admissions Officers; *Advanced Placement Programs; Church Related Colleges; College Admission; College Applicants; *College Bound Students; *College Choice; *College Entrance Examinations; College Freshmen; Competitive Selection; Equivalency Tests; *Financial Aid Applicants; Higher Education; Majors (Students); Private Colleges; Salaries; School Size; Single Sex Colleges; State Colleges; Student Financial Aid; *Test Coaching; Womens Education
Identifiers-*Scholastic Aptitude Test

Fourteen articles are directed to college-bound students regarding student financial aid information, the Scholastic Aptitude Test (SAT), advanced placement and credit by examination, college selection, types of colleges, choosing a major, and earning power after graduation. Techniques and publications that may help students gather accurate information about financial aid are addressed in "Searching for Student Financial Aids" (S. Norman Feingold and Marie Feingold). Three articles discuss the SAT, its use by colleges, and preparation for the test. "The Use of the SAT at Selective Colleges" (Judith Gatlin) provides perspectives on low/high scores and admissions decisions. "Tips on Taking the SAT" (Ernest W. Beals) recommends becoming familiar with the SAT format, content, and directions; enrolling in preparatory courses; and other strategies. Considerations in choosing a structured program of preparation for the SAT and suggestions for becoming a better test-taker are presented in "Can You Prepare for the SAT?" (Stanley H. Kaplan). Additional articles are: "The Advantages and Pitfalls of Advanced Placement and Credit by Examination for the Freshman Year of College" (Carl D. Lockman); "Tough Questions to Ask Any Admissions Officer" (Robert G. McLendon); "Common Mistakes Students Make in Selecting a College" (William B. Stephens, Jr.); "The Academic and Social Benefits of Large American Universities" (James C. Blackburn); "The Academic and Social Advantages of a Private Church-Related College or University" (A. Mitchell Faulkner); "Choosing the Right College Major" (James E. Moore); "A Yearn to Earn" (Lawrence B. Durham); "Advantages of Attending a State University" (Stanley Z. Koplik); "Advantages of a Women's College" (Julia McNamara); and "Opportunities at Independent Research Universities" (F. Gregory Campbell). (SW)

Teichler, Ulrich

Changing the Pattern of Higher Education Systems: An Account of Access and Structural Policies in the Sixties and Seventies.

Pub Date Mar 82
Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Access to Education; *Change Strategies; College Applicants; Comparative Education; Developed Nations; Educational History; *Educational Policy; Enrollment Trends; Foreign Countries; *Higher Education; Industrialization; Institutional Characteristics; *Labor Market; Labor Supply; Models; Organizational Theories; Policy Formation; *School Organization
Identifiers-Europe (West); United States; *West Germany

Access to higher education in Western industrialized countries in the 1960s and 1970s and structural policies are reviewed, along with policies on institutional patterns in the Federal Republic of Germany and the outcomes of the policies. Higher education policy in almost all Western industrial societies neither expanded in response to the increased number of applicants, nor restricted admissions according to presumed manpower requirements. The dominant reaction was to change the institutional pattern of the growing higher education system. The background of this policy is discussed, and different structural models prevalent in the international debate on changing institutional patterns are explained, as are related policies concerning access to higher education. The competing concepts of the diversified model and the integrated model in West Germany are examined, as are other structural models. Among the reasons that access to higher education was not geared closely to the resumed manpower demand are the following: it was difficult to assess manpower requirements and the quantitative development of higher education, and efforts to reduce inequalities of opportunities competed with the aim of gearing education to manpower requirements. Arguments that have been used against an expansion without structural changes include: educational quality might drop, and governments did not want to increase higher education expenditures corresponding to the rising social demand for higher education. In most Western countries the growing number of students was primarily absorbed by extending the less prestigious sectors of higher education. A bibliography is appended. (SW)

ED223134 HE015514

Tickton, Sidney G.; And Others

1982 Idea Handbook: Attracting and Retaining Highly Qualified Young Faculty Members at Colleges and Universities. A Compendium of Innovative Approaches, Practical Ideas, and Notable Programs.

Academy for Educational Development, Inc., Washington, D.C.
Pub Date Oct 82
Note-189p.; Prepared with the support of the Atlantic Richfield Foundation.
Available from-Academy for Educational Development, 1414 22nd Street, N.W., Washington, DC 20037 ($12.00).
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Age; *Career Change; *College Faculty; *Employment Opportunities; Employment Practices; Engineering; Faculty College Relationship; Faculty Development; Faculty Fellowships; Higher Education; Innovation; Personnel Policy; Program Descriptions; *Research Opportunities; Teacher Employment; Teacher Housing; Teacher Placement; *Teacher Recruitment; Teacher Retirement; Teacher Shortage; Teacher Supply and Demand; Teaching (Occupation)

Information is presented on activities that colleges and universities are undertaking to recruit and retain promising young faculty members. Educators were asked to nominate appropriate programs, and certificates of achievement and cash awards were made to 10 of the 115 universities and colleges submitting information. The efforts of the 115 schools are briefly described in terms of the situation of the campus; the innovative idea for recruiting/retaining qualified, young faculty members; and the results of the program. Citations that were read for each institution receiving awards are included. In addition, a sample of the ideas are discussed in six separate chapters, which include a brief statement of the approach and results for each institution. These include the following: creating new job opportunities, developing innovative employment policies, increasing research opportunities, filling faculty positions in engineering, and providing housing incentives for faculty members. Additional ideas include: providing fellowships, sabbaticals, teaching and research assistantships; and offering salary supplements earned by teaching in the summer or during off-hours. For each institution, a contact name, address, and telephone number are supplied. An appendix includes projections and analyses of the employment outlook for faculty. Excerpts are included from the "Report of the Commission on Graduate Study at the University of Chicago," including three informative charts, one from a report by the Carnegie Foundation for the Advancement of Teaching and two from a report by William Bowen in his president's report for Princeton University. (SW)

ED223135 HE015519

Williams, Benne D.

Teacher and Course Evaluations That Really Discriminate.

Pub Date 4 Apr 82

Note-15p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (April 28-May 1, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Faculty; *College Instruction; *Course Evaluation; *Evaluation Methods; Higher Education; Measurement Techniques; *Rating Scales; Student Attitudes; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; Test Validity

A modified rank order procedure was developed and tested to increase the sensitivity of student evaluation instruments. Students in 14 psychology classes at Weber State College were asked to think of all the courses they have taken at the college level and to determine which one was the best and which course or instructor was the worst. These courses were criteria against which the present course was evaluated. Students were asked to rank the course or instructor being evaluated on a seven-point scale, the Endeavor Rating Scale. Students were randomly divided into two groups in each class to compare the traditional evaluation instrument used at the college and other institutions and the rank comparison scale. Findings suggest that the rank comparison scale method was more sensitive to differences between instructors than was the traditional seven-point rating scale. The procedure did not appear to detract from the validity of the instrument when measured against supervisory ratings and the nominations made in the instrument for best and worst instructor/course. The rank comparison scale procedure can be used with any number of items from an item pool selected either by the faculty, students, or school administrators. Recommendations include the following: the item pool to be used with the rank comparison method should be carefully selected in order to measure precisely the elements of the instructional procedure and/or instructor characteristics that are relevant to a specific course/instructor; and all of the items should carry operational definitions of the characteristics being measured. (SW)

Ryten, E.
Canadian Medical Education Statistics=Statistiques Relatives a l'Enseignement Medical au Canada. 1981/82. Volume 4.
Association of Canadian Medical Colleges, Ottawa (Ontario).
Pub Date Aug 82
Note-203p.; For related document, see ED 214 421.
Available from-Association of Canadian Medical Colleges, 151 Slater Street, Ottawa, Ontario, Canada K1P 5H3 ($15.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Access to Education; *College Applicants; *Enrollment Trends; Expenditures; *Financial Support; Foreign Countries; Foreign Students; Government School Relationship; Graduate Students; Higher Education; *Medical Education; *Medical Research; Postdoctoral Education; State Aid; Student Characteristics; Tuition; Undergraduate Students
Identifiers-*Canada

Statistics on medical education in Canada are presented for 1981-1982, with English and French explanations and tables of contents. Overall areas of concern include undergraduate medical enrollment, graduate medical enrollment for academic and clinical study, research expenditure levels, type and sources of funds, and opportunities for Canadians to study medicine. In particular, the coverage of data related to post-M.D. clinical training has been greatly expanded since previous editions. For the first time, data are shown by rank of trainees and by citizenship status. Another topic receiving expanded coverage is the size of the applicant pool in Canada. The past year has brought a further decline in the share of biomedical research conducted in Canadian faculties of medicine that is funded by the Medical Research Council: 39 percent compared with over 70 percent a decade earlier. Foreign students attending Canadian medical schools are having to pay fees more closely approaching costs, and these fees are reaching levels previously unknown to higher education in Canada. Specific information is presented on: characteristics of entering students and graduates; attrition; masters and doctoral level enrollment/graduation in biomedical sciences; internship and residency data for students who received the M.D.; faculty data; accredited Canadian medical schools; population trends in Canada; and tuition and fees. Based on a study of applicants, information is also presented on comparative acceptance rates by applicant characteristics, including citizenship, age, province or residence, language of instruction of schools applied to, educational background, and performance on the Medical College Admission Test. (SW)

ED223137 HE015525

Billing, David, Ed.

Indicators of Performance. Papers Presented at the Annual Conference of the Society for Research into Higher Education (15th, Brighton, England, December 19-20, 1979).

Society for Research into Higher Education, Ltd., London (England).

Report No-ISBN-0-900868-76-7

Pub Date 80

Note-205p.

Available from-Society for Research into Higher Education, University of Surrey, Guildford, Surrey GU2 5XH, England.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement; Academic Standards; Accountability; College Role; *Course Evaluation; Degrees (Academic); *Educational Assessment; Educational Finance; Essays; Evaluation Criteria; *Faculty Evaluation; Foreign Countries; Grading; *Higher Education; *Institutional Evaluation; Open Universities; Personal Narratives; Public Policy; Retrenchment; Space Utilization; *Student Evaluation; Student Teacher Ratio; Test Validity; Unit Costs; Validated Programs

Identifiers-Council for National Academic Awards (England); Newcastle upon Tyne Polytechnic (England); Open University (Great Britain); Polytechnic of Central London (England); Sunderland Polytechnic (England); *United Kingdom; University of New Castle (Australia); University of Surrey (England)

Thirty-two papers on performance indicators are presented based on the conference themes of performance of the higher education system at the national level, institutional evaluation, and assessment of staff and students. Papers and authors include the following: "Higher Education Systems at National Level" (A. Thompson); "The CNAA as a Validating Agency" (M. C. Davis); "Significance and Limitations of the Robbins Principle" (E. G. Edwards, I. J. Roberts); "'A' Level Scores and Degree Classifications as Functions of University Type and Subject" (Donald Bligh, Richard Caves, Grahame Settle); "Examination Results: Universities and the CNAA" (A. Hindmarch and Tom Bourner); "Indicators in Times of Financial Stringency, Contraction, and Changing Needs" (John Sizer); "Indicators in Polytechnics" (M. S. Burnip, K. Durrands, S. Linsell); "Student Perception of Lecturers as Determinants of Performance" (H. Fearn-Wannan); "Student Performance: Product or Process?" (Clive Lawless); "Evaluating the Quality of Learning Environments" (Paul Ramsden); "Student Perception of the Reasons for Academic Success and Failure" (Heather A. Hughes Jones); "The Course Journal" (Roy Nolan); "Course Evaluation at Sunderland Polytechnic" (Harry Webster, Colin Biott); "Course Review at Newcastle upon Tyne Polytechnic (P. Torode); and "Validity of Indicators of Performance" (W. D. Furneaux). (SW)

ED223138 HE015527

Richardson, Richard C., Jr.; Attinasi, Louis C., Jr.

Persistence of Undergraduate Students at Arizona State University: A Research Report on the Class Entering in Fall, 1976.

Arizona State Univ., Tempe. Dept. of Higher and Adult Education.

Pub Date Sep 82

Note-15p.

Available from-Department of Higher and Adult Education, Arizona State University, Tempe, AZ 85297.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; *Academic Persistence; Ethnic Groups; Grade Point Average; Graduation; Higher Education; Institutional Research; Longitudinal Studies; Majors (Students); Minority Groups; Predictor Variables; State Universities; Student Attrition; *Student Characteristics; *Undergraduate Students

Identifiers-*Arizona State University

The academic persistence of undergraduate students at Arizona State University was studied. Demographic and academic profiles were developed, and persistence rates were calculated for the overall population of 3,166 freshmen, and by gender and ethnicity. Additional demographic variables were residency status and age. The academic variables included major, composite American College Testing (ACT) score, rank in high school graduating class, first semester grade point average (GPA), last semester of attendance, and cumulative earned hours. Forty-seven percent ranked in the top two deciles of their high school graduating classes; 84 percent ranked in the upper half. Almost 75 percent earned a GPA above 2.0 during their first semester, and the most popular major was business. Of the 1,625 males in the study population, 571 persisted to graduation by fall semester 1981, and an additional 138 persisted but failed to graduate. Among the 1,541 females there were 562 persisters, 435 graduates and 127 nongraduates. Graduates and persisters were on the average slightly younger and also had higher average high school ranks, ACT composite scores, and first semester GPAs. Among those majors enrolling more than 75 students, the highest combined rates of persistence and graduation were in engineering, architecture, biological science, business, communication, and health science. Asians achieved the highest combined persistence rate (63 percent). Among the important indicators of persistence were previous academic performance and first semester GPA. Other factors that should be considered include whether students have clear academic objectives and the needs of minorities. (SW)

ED223139 HE015536

Thiele, H. W.

Counselling Needs of University of Queensland External Students, 1980.

Queensland Univ., Brisbane (Australia). Teritary Education Inst.
Report No-ISBN-0-86776-050-8
Pub Date Aug 81
Note-130p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Academic Advising; *Adult Students; College Applicants; *College Students; Continuing Education; Counselor Role; *Extension Education; Foreign Countries; Higher Education; Information Needs; Institutional Research; Nontraditional Students; Student Attitudes; Student Characteristics; Student College Relationship; *Student Needs
Identifiers-*University of Queensland (Australia)

Counseling needs of external students at the University of Queensland, Australia, were evaluated in 1980. Attention was directed to respondents' characteristics, students' difficulties and perceived needs for assistance, students' use of Division of External Studies' (DES) services, and students' views of distance learning. Of the 1,589 mailed questionnaires, 1,245 responses were obtained. Most of the respondents were adults who had family, work, and other responsibilities and who were studying to improve their present professional qualifications or to gain new ones. Responses indicated a need for more and earlier pre-enrollment course planning advice and subject information, both in printed form and through personal discussion. Relatively few students who discontinued courses consulted a member of the university regarding this decision. Despite the maturity of DES students, many wanted to improve their study performance. Many respondents indicated interest in increasing personal contacts with DES staff members in order to discuss subject content, students' aspirations, and arrangements for receiving and giving information. In many instances, suggestions were made for changes in the educational practices followed by DES. Appendices specify objectives that could be served by the work of an educational counselor in the DES and illustrate ways in which the work of a counselor might supplement steps already being taken to assist prospective students from the initial stage of seeking information about DES. Information that might be supplied to prospective entrants and to new students is included. (SW)

ED223140 HE015538

Metz, A. Stafford; Hammer, Charles H.

Labor Force Status of Recent College Graduates.

National Center for Education Statistics (ED), Washington, DC.

Report No-NCES-81-115

Pub Date Dec 81

Note-26p.

Available from-National Center for Education Statistics, 400 Maryland Avenue, S.W., Washington, DC 20202.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bachelors Degrees; *College Graduates; *Education Work Relationship; *Employment Patterns; Females; Full Time Students; Graduate Study; Graduate Surveys; Higher Education; Labor Market; *Majors (Students); Males; Professional Education; *Salaries; Underemployment; Unemployment

Identifiers-*Recent College Graduates Survey 1978 (NCES)

Findings are presented from the National Center for Education Statistics' 1978 Recent College Graduates Survey, which estimates the number of recent graduates and the February 1978 employment and salary status of individuals who received bachelor's degrees from July 1, 1976, to June 30, 1977. A nationally representative sample of 297 institutions was selected, and 11,729 graduates were sampled. Data are presented by major field on the percent of graduates employed full-time, their unemployment rate, the percent underemployed, and their average annual salaries. The statistics are presented separately for men and women graduates and for those who are enrolled for an advanced degree. Twenty-eight relatively specific major fields and 11 more general major fields are covered, along with majors in professional fields, arts and sciences, and other fields. Of the approximately 930,000 persons who received bachelor's degrees in the 1976-1977 academic year, an estimated 68 percent were employed full-time; but the unemployment rate was 5.8 percent, and 24 percent of those employed full-time were underemployed. The average annual salary for those employed full-time was about $11,500. Bachelor's recipients who majored in professional fields fared better than bachelor's recipients who majored in the arts and sciences. However, arts and sciences graduates were much more likely than graduates in professional fields to be enrolled for an advanced degree, which discourages working full-time. Graduates in business and management had the highest percentage of full-time employment (83 percent) and graduates in public affairs and social services had the lowest percentage (68 percent). (SW)

Douglas, Joel M., Ed.

Distinguishing Yeshiva: A Troubling Task for the NLRB.

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.

Pub Date Sep 82
Note-10p.; Not available in paper copy due to small print of original.
Available from-National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Avenue, New York, NY 10010.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Responsibility; *Collective Bargaining; *College Faculty; *Court Litigation; Faculty College Relationship; Higher Education; Labor Legislation; *Legal Problems; Legal Responsibility; *Private Colleges; *Unions
Identifiers-National Labor Relations Act; *National Labor Relations Board v Yeshiva Univ

Campus collective bargaining proceedings associated with the National Labor Relations Board (NLRB) versus Yeshiva University case are analyzed. The number of institutions exercising Yeshiva-like claims has risen to 49, and the vast majority of the claimants are institutions that have challenged the right of the faculty to organize and bargain collectively under the National Labor Relations Act. Since a number of these colleges already have faculty unions, demands for unit clarification have been the main vehicle in exercising Yeshiva claims. A profile of these institutions describes the typical claimant as a small four-year, private college with either the American Association of University Professors or the American Federation of Teachers as the bargaining agent. A roster of institutions affected by the Yeshiva Decision is presented that provides information on the unit size, current or pending bargaining agent, and the year the agent was elected. Information is also presented on the number and disposition of Yeshiva claims filed so far. Nineteen of the organized institutions at the time of Yeshiva have never signed a collective agreement. It is concluded that unions are still free to organize and bargain collectively; however, they can no longer do so under the protection of the NLRB nor can they use the Board as an organizing weapon. Boston University and the Polytechnic Institute of New York cases will be dispositions in terms of adjudicating future claims. If Yeshiva is extended to these two institutions, the legal battle has been lost and the unions will have to shift to the legislative arena. Yeshiva has brought campus labor relations closer to the industrial model. (SW)

ED223142 HE015568

Lehr, Terry

Summer and Fall Enrollments, 1981. Our Colleges and Universities Today. Volume XIX, Number 1.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Informatio Systems.

Pub Date 82

Note-52p.; Not available in paper copy due to small print of original.

Available from-Pennsylvania Department of Education, 333 Market Street, P.O. Box 911, Harrisburg, PA 17108.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Enrollment Trends; Females; Full Time Students; Graduate Study; *Higher Education; Males; Part Time Students; *Private Colleges; *Professional Education; Sex Differences; *State Colleges; State Surveys; Summer Programs; Trend Analysis; Undergraduate Study

Identifiers-*Pennsylvania

Data on summer and fall 1981 enrollments in Pennsylvania colleges and universities are presented, including a brief narrative section on trends. Detailed statistical tables cover the following: enrollments by enrollment status and by sex, fall 1972-1981; total enrollments by type of institution, fall 1972-1981; enrollments by level of study, fall 1972-1981; summer school registrations, 1972-1981; total enrollments by institution, fall 1972-1981; undergraduate enrollments by sex and enrollment status by institution, fall 1981; first-professional enrollments by sex and enrollment status by institution, fall 1981; graduate enrollments by sex and enrollment status by institution, fall 1981; unclassified enrollments by sex and enrollment status by institution, fall 1981; first-time freshmen enrollments by sex and enrollment status by institution, fall 1981; registrations by level of study by institution, summer 1981; and full-time-equivalent enrollments by level of study by institution, summer 1981. Trends include the following: with the exception of 1978, total enrollments in higher education have continued to rise over the last 10 years; both full- and part-time enrollments have increased; during the last 10 years, the number of female students enrolling in Pennsylvania colleges and universities has risen by 46.2 percent; in 1981 the percentage of females of the total enrollment was 50.8 percent; projections indicate a migration of students away from private institutions and toward the public institutions during the next 10 years; summer registrations have fluctuated considerably over the last 10 years; and undergraduate enrollments are the driving force behind the total enrollment in higher education in Pennsylvania. (SW)

ED223143 HE015569

Hottinger, Gerald W.

Degrees and Other Formal Awards Conferred, 1980-81. Our Colleges and Universities Today. Volume XIX, Number 2.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.

Pub Date 82

Note-46p.; Not available in paper copy due to small print of original.

Available from-Pennsylvania Department of Education, 333 Market Street, P.O. Box 911, Harrisburg, PA 17108.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Associate Degrees; Bachelors Degrees; Community Colleges; *Degrees (Academic); Doctoral Degrees; Females; *Graduate Study; *Higher Education; *Majors (Students); Males; Masters Degrees; Minority Groups; Private Colleges; Professional Education; Sex Differences; State Colleges; State Surveys; Student Characteristics; Trend Analysis; *Undergraduate Study

Identifiers-*Pennsylvania

Data on degrees and other formal awards conferred in 1980 to 1981 in Pennsylvania colleges and universities are presented, including a brief narrative section on trends. Detailed statistical tables cover the following: associate and higher degrees conferred by level of program and sex, 1971-1972; associate and higher degrees conferred as compared to opening fall enrollment, 1971-1972 through 1980-1981; bachelor's degrees conferred in selected major fields of study, 1971-1972 through 1980-1981; associate and higher degrees conferred by racial/ethnic category and by institutional category and level of degree; bachelor's and higher degrees conferred by level of program, institution, sex, major field of study, and institutional category, 1980-1981; associate degrees and other formal awards based on less than 4 years of work by level of award and sex by institution, 1980-1981; associate degrees and other formal awards based on less than 4 years of work by level of program and sex by program, 1980-1981; associate and higher degrees conferred by racial/ethnic category and sex by institutional category and level of degree, 1980-1981; bachelor's, master's, and doctor's degrees conferred by racial/ethnic category and sex by major field of study and level of program, 1980-1981; and first-professional degrees conferred by racial/ethnic category and sex by type of profession, 1980-1981. Trends include the following: the largest number of degrees awarded occurred in 1980-1981 at 91,352; for the last 5 years, data have been stable for first-professional and doctor's degrees while master's degrees have trended downward; the number of women receiving associate and higher degrees has steadily increased from 1972-1973 through 1980-1981, while the number of men receiving degrees has decreased every year since 1973-1974. (SW)

ED223144 HE015572

Abrami, Philip C.; Mizener, Deborah A.

Student/Instructor Attitude Similarity, Course Ratings and Student Achievement.

Pub Date Aug 82
Note-25p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 23-27, 1982).
Available from-Department of Education, Concordia University, 1455 de Maisonneuve Boulevard. W., Montreal, Quebec, Canada H3G 1M8.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement; *Course Evaluation; Foreign Countries; Grades (Scholastic); Postsecondary Education; *Student Attitudes; *Student Evaluation of Teacher Performance; Student Teacher Relationship; *Teacher Attitudes; Teacher Effectiveness; *Teacher Influence
Identifiers-Canada; *Quebec

The relationship between course ratings, student achievement, and the perceived attitude similarity of students and their instructors were explored with 645 students enrolled in 41 courses taught at English-language institutions in Montreal, Quebec. These institutions provide instruction intermediate between secondary school and the university. Two groups were evaluated. Three hundred and forty-nine students enrolled in 22 classes rated instructor effectiveness on a 28-item rating form and then rated their attitudes plus perceived instructor attitudes on an attitude scale adopted from Byrne. Another 296 students enrolled in 19 classes rated instructor effectiveness and their attitudes plus perceived instructor attitudes on an attitude scale adopted from Hofman and Kremer. Official end-of-term grades were also collected. A modest correlation between students' ratings and perceived attitude similarity was found, as was a modest relationship between similarity and course grades. These relationships were greatly reduced when the substantial influence of teachers on ratings and achievement was removed. The findings fail to support the claim that attitude similarity is a source of bias in ratings with any useful, practical effect. For neither of the attitude scales were student attitudes substantially related to student ratings of achievement independent of teacher effects. However, for the Hofman and Kremer scale, perceived instructor attitudes substantially affected ratings but not achievement. (Author/SW)

ED223145 HE015573

Williams, Martha

Educational Strategies for Learning to Learn from Role Models.

Pub Date 23 Aug 82

Note-57p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 23-27, 1982).

Available from-School of Social Work, University of Texas, Austin, TX 78712.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrator Characteristics; Business Administration Education; Careers; Case Studies; Course Content; Family Influence; *Females; Higher Education; Job Satisfaction; Job Search Methods; *Mentors; Modeling (Psychology); Organizational Climate; Power Structure; *Professional Education; Questionnaires; Role Conflict; *Role Models; *Socialization; *Teaching Methods

The way that socialization, via role modeling, can be enhanced in professional education is discussed, and 10 class assignments are used to illustrate teaching methods for enhancing role modeling, based on a course on women in administration at The University of Texas at Austin. Among the objectives of the course assignments are the following: to provide students access to female role models who represent high levels of achievement in work settings; to enhance knowledge of socialization structure operative in work settings; and to convey a philosophy of role modeling as a framework for role learning (i.e., democratic role modeling versus a paternalistic/maternalistic framework). The 10 assignments place particular emphasis on establishing female/female role modeling relationships in professional, educational, and work settings. The following materials for the assignments are presented: family history questionnaire, a group task assignment involving the identification of 10 mistakes parents make that have detrimental effects on their daughters; information on resume writing; case vignettes illustrating organizational politics; a job evaluation form to be administered to a high ranking woman in an organization; questions to present to all-male and all-female panels recording their careers; a list of some types of role conflicts related to life styles; instructions for developing a new organizational design using "management by objectives" concepts; forms for gathering organizational histories as viewed by two employees of an organization; and a guide to a field assignment which involves matching a student with a role model, or woman presently in an administrative role, and allowing the student to interview and observe the role model. An outline of course content is included. (SW)

ED223146 HE015574

Bishop, John

The Effect of Public Policies on the Demand for Higher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date Nov 75
Grant-NIE-G-74-0100
Note-47p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Aptitude; Admission Criteria; *College Attendance; Economic Factors; *Educational Demand; *Enrollment Influences; Family Income; *Government Role; Government School Relationship; Higher Education; High School Students; Mathematical Models; Military Service; Predictor Variables; *Public Policy; School Location; Student Financial Aid; Tuition
Identifiers-Vietnam War

A model for estimating the effect of public policies on the demand for higher education is presented, with attention focused on the influences of public policy and the economic environment, and the interaction of these factors with student ability and parental income. Policy instruments are tuition, admissions requirements, location of different kinds of colleges, and draft deferments. The following economic and social environmental factors are indirectly influenced by government: the social status of the student's neighborhood, the opportunity cost of the student's study time, and the size of the anticipated earnings payoff to college graduation. A binominal logit model was fitted to the college attendance behavior of 27,046 male high school juniors, divided into 20 subgroups defined by student ability and family income, in 1960. Tuition, high admission standards travel costs, and room and board costs had significant negative effects on attendance. The highest elasticities of demand were found for the low-income strata and lower-middle ability quartile, suggesting that an efficient subsidy program should focus on these groups. The powerful impacts of public policy measures and draft pressure suggest that the Vietnam War and public policy shifts that lowered the real cost of college attendance contributed to the high growth rate of college attendance in the 1950s and 1960s. The policies that contributed to this growth were increased student aid, liberalized admission requirements, and the establishment of new community colleges and public universities in previously unserved areas. (SW)

ED223147 HE015577

Bjorklund, Eskil

Research into Higher Education: An Overview. R&D for Higher Education: Information on Research and Development for Higher Education. 1982:3.

National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.

Pub Date 30 Jun 82

Note-15p.

Available from-National Swedish Board of Universities and Colleges, R&D Unit, P.O. Box 45501, S-104 30, Stockholm, Sweden.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Role; Educational Benefits; *Educational Research; Education Work Relationship; Foreign Countries; *Higher Education; Intellectual Disciplines; Learning Processes; *Research Projects; School Organization

Identifiers-*Sweden

Information on research efforts concerning higher education in Sweden is presented. The development of the research program has involved a shift of emphasis among four major problem areas (the role of higher education in society, the organization of higher education, the educational function, and the research function). While in the early 1970s typical studies of educational effects were concerned with various external measures of efficiency and productivity, 10 years later they are mainly concerned with the students' concept formation and the way in which the students acquire attitudes and values regarding the professional activities for which higher education prepares them. Examples of the content of research work are as follows: the long-term effects of higher education; the influence exerted by higher education on specialization and professionalization in working life; the role of higher education in the division of labor in society; the conditions governing the implementation of reforms; the interaction between different knowledge traditions and ideologies of education and research; surface-level and deep-level learning; the development of human sciences disciplines and the content and effects of research training; characteristics of the researcher's personality, including comparisions between natural and human sciences; and research culture and the research community. Current research projects are identified by title, state of completion, by type of project (problem area), and according to whether they are major research reports and doctoral theses to appear in 1982 or 1983. In addition, knowledge and problem surveys are identified by year and problem area, and information on research advisory groups are appended. (SW)

ED223148 HE015581

Interprovincial Comparisons of University Financing. Fourth Report of the Tripartite Committee on Interprovincial Comparisons.

Council of Ontario Universities, Toronto.; Ontario Council on University Affairs, Toronto.; Ontario Ministry of Colleges and Universities, Toronto.

Pub Date Sep 82

Note-53p.

Available from-Ontario Council on University Affairs, 7th Floor, 700 Bay Street, Toronto, Ontario M5H 2T8 Canada.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Comparative Analysis; *Educational Finance; Enrollment Trends; Expenditure Per Student; *Expenditures; Financial Support; *Foreign Countries; Glossaries; Government School Relationship; Guidelines; *Higher Education; Income; Operating Expenses; *State Aid; Student Financial Aid

Identifiers-Alberta; British Columbia; *Canada; Manitoba; New Brunswick; Newfoundland; Nova Scotia; Ontario; Prince Edward Island; Quebec; Saskatchewan

Eight indicators used to make interprovincial comparisons of university financing in Canada are outlined and the values of these indicators are presented for 1974-1975 to 1980-1981. The Tripartite Committee on Interprovincial Comparisons has directed attention to how much financial support is provided to universities, how university financing fits into the government's priorities, and the proportion of provincial resources that is directed toward university financing. The eight indicators selected as most useful in addressing these concerns are as follows: provincial operating grants per student and per capita, provincial operating grants plus student aid per capita, provincial operating grants plus fees per student, total operating income per student, provincial operating grants plus student aid as a percentage of provincial gross (government) expenditure, provincial operating grants per $1,000 of provincial personal income, and total university operating expenditure as a percentage of provincial gross domestic product. A major obstacle considered included the different structures of postsecondary education existing in the provinces. Another is inconsistencies that can arise in interprovincial comparisons because of particular data definitions used in different jurisdictions. The Committee has attempted to overcome many of these discrepancies through the set of guidelines and definitions which are appended. These pertain to provincial operating grants and student aid, fees, total operating income and expenditures, enrollment, provincial gross domestic product, personal income, population, and gross general (government) expenditures. Financial and enrollment data are presented for the 10 provinces, including college transfer statistics for British Columbia. (SW)

ED223149 HE015582

Clark, Burton R.

Values. Comparative Higher Education Research Group Working Paper #1.

California Univ., Los Angeles. Graduate School of Education

Pub Date Sep 82

Note-38p.; For related document, see HE 015 583.

Available from-Comparative Higher Education Research Group, Graduate School of Education, 320 Moore Hall, University of California, Los Angeles, CA 90024.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Freedom; Access to Education; Administrative Organization; College Role; Competence; *Conflict Resolution; *Educational Quality; Employment Practices; Equal Education; Government School Relationship; *Higher Education; *Institutional Autonomy; School Organization; Standards; *Values

Sets of values that affect higher education are discussed: social justice, competence, liberty, and loyalty. Social justice pertains to issues of equality and equity. Beyond access to education the interest in justice for students appears as a demand for uniform standards across a system. In addition, personnel and whole enterprises steadily pursue equitable treatment. The call for competence comes in many ways: the work of academic individuals and groups, the quality of students at entry and exit, and the effectiveness of institutions and systems. A third set of values that affect systems of higher education links together choice, initiative, innovation, criticism, and variety; and the central idea in this complex is liberty. Departmental groups seek self-determination within the university, and the university presses for autonomy from the state and outside groups. This set of values includes the powerful academic ideologies of freedom of research, freedom of teaching, and freedom of learning. Loyalty values are connected with the state-university relationship. What the state wants from the higher education system may include socioeconomic relevance, defined in terms of practicality and professionalization; cultural relevance, referring to cultural revival and national identity; and political relevance, defined as good citizenship and commitment to political goals. Actions carried out on behalf of the different values often clash and necessitate accommodations that lessen conflict and allow simultaneous expression. Six ideas are offered regarding accommodation of conflict of these values. It is suggested that competence and liberty require sectors and hierarchies, while merit and choice entail differences and rankings. (SW)

Premfors, Rune

Values and Higher Education Policy. Comparative Higher Education Research Group Working Paper #2.

California Univ., Los Angeles. Graduate School of Education

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Sep 82

Note-30p.; For related document, see HE 015582.

Available from-Comparative Higher Education Research Group, Graduate School of Education, 320 Moore Hall, University of California, Los Angeles, CA 90024.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Freedom; Access to Education; *Accountability; *Conflict Resolution; *Educational Policy; Educational Quality; Equal Education; Foreign Countries; *Higher Education; Institutional Autonomy; Policy Formation; *Values

Identifiers-Meritocracy; *Sweden

Previous analyses of higher education policy in Sweden are addressed to examine the nature of the major tradeoffs between values. In addition, a set of value categories relevant to higher education policy in general is suggested. Values identified as particularly relevant to the analysis of higher education policy are equality, excellence, autonomy, accountability, and efficiency. Higher education admission policy, the geographic location of new institutions, and many nontraditional teaching and learning modes are motivated by values of equality. In addition, the desire to achieve greater equality of status between different institutions and programs was a chief motive behind a 1977 decision to create an integrated system of higher education. In recent years, excellence in higher education has begun to be emphasized and admission regulations have been adopted that will improve the relative standing of applicants with high academic merits. While autonomy and the freedom to choose between alternative courses of action has been an important value, the Swedish system is centralized and uniform in terms of decision-making authority. The desire to improve accountability by opening up higher education institutions to various external interests has been most pronounced with respect to undergraduate education. Efforts to improve efficiency in Swedish higher education are also noted. Value conflicts and tradeoffs are addressed, including equality versus excellence and autonomy versus accountability. One specific problem concerns the links between tradeoffs in higher education policy and the more general problem of meritocracy. It is suggested that higher education policy must relate to a broader set of policies vis-a-vis the role and distribution of knowledge in society. (SW)

ED223151 HE015584

Rhoades, Gary

The Implementation of Conflicting Interests in Higher Education. Comparative Higher Education Research Group Working Paper Number 3.

California Univ., Los Angeles. Graduate School of Education

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Sep 82

Note-86p.

Available from-Comparative Higher Education Research Group, Graduate School of Education, 320 Moore Hall, University of California, Los Angeles, CA 90024.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Academic Freedom; Accountability; *Comparative Education; Competence; *Conflict Resolution; Equal Education; Foreign Countries; Governance; Government Role; *Government School Relationship; Group Dynamics; *Higher Education; Institutional Autonomy; Lay People; Policy Formation; *Power Structure; Professional Personnel; *School Community Relationship; Values

Identifiers-England; France; Sweden; United States

A comparative analysis of the process by which conflicting interests are implemented in the higher education systems of the United States, England, Sweden, and France is presented. Attention is also directed to differentiation in these systems, and to the systems' receptiveness to such differentiation (i.e., splitting up existing functions, or adopting new, distinct roles for higher education). Although focus was on the varied roles of the state with respect to differentiation, consideration was given to the power relations of groups and the ways in which particular systems promoted the access of certain groups to the policy-making process. Implementation of the sometimes conflicting interests of social justice, competence, academic freedom, autonomy, or accountability is basically a matter of relations between the higher education system and society. The key to the flexibility of the system, to its receptiveness to differentiation, appears to be the balance of the relationship (or the power differential) between the academic profession and the laity. In addition, the commitment of the academic profession to challenging interest interpretations and emphases introduced from outside the higher education system is important. The contrasting cases of Sweden and France reveal that state intervention is sometimes necessary to ensure the responsiveness of higher education to market demands. A strong legislative branch in government seems to be especially conducive to the openness of the system to access by lay groups, particularly in the policy-making realm. (SW)

Cesa, Thomas A.

Language Background Survey of Foreign Born Asian Undergraduates at the University of California, Berkeley.

California Univ., Berkeley, Office of Student Research.
Pub Date Jan 82
Note-20p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement; *Asian Americans; *Bilingual Students; Career Choice; Degree Requirements; *English (Second Language); English Instruction; Higher Education; *Immigrants; *Language Skills; Majors (Students); *Undergraduate Students
Identifiers-*University of California Berkeley

The academic characteristics and language skills of foreign born Asians at the University of California (UC), Berkeley, were studied in 1981. The 694 respondents were polled concerning factors that contributed to their knowledge of English, their current proficiency with English, and whether their ability with English influenced their choice of either a college major or a career. Additionally, attention was directed to students enrolled in English as a Second Language instruction and to a comparison of the foreign born and native undergraduates. Findings include the following: the middle 50 percent of the respondents first learned English between the ages of 4 and 11 and entered the United States between the ages of 7 and 16; a higher percentage of respondents majored in engineering, chemistry, and physical and biological sciences than undergraduates in general, and more are choosing careers in computer science, engineering, and medicine than undergraduates in general; most of the respondents (92 percent) plan on staying in the United States after graduation; 21 percent claim that their lack of ability in English limited their choice of major, while 18 percent claim it limited their career choice; respondents have cumulative grade point averages and academic course loads approximately comparable to those of undergraduates in general; 68 percent of the respondents have jobs versus 41 percent of undergraduates in general; the two main sources of financial support are the families (39 percent) and UC financial aid (30 percent); English as a Second Language (ESL) students are more interested in further training in technical writing than in any other ESL subject matter. A questionnaire is appended. (SW)

ED223153 HE015610

1980-81 University of Nevada System Student Enrollment Summary.
Nevada Univ. System, Reno.
Pub Date [81]

Note-37p.
Available from-University of Nevada System, Office of the Chancellor, 405 Marsh Avenue, Reno, NV 89509.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Credits; *College Students; *Community Colleges; Developmental Studies Programs; *Enrollment Trends; Females; *Full Time Equivalency; General Education; *Higher Education; In State Students; Intellectual Disciplines; Majors (Students); Males; Out of State Students; Place of Residence; *State Universities; Student Mobility; Vocational Education
Identifiers-Clark County Community College NV; Northern Nevada Community College; Truckee Meadows Communityi College NV; *University of Nevada; University of Nevada Las Vegas; University of Nevada Reno; Western Nevada Community College

Data on 1980-1981 student enrollments in the University of Nevada system are presented with tables and charts divided into two sections: full-time equated enrollment or credit loads at campuses, and headcount enrollment. The tables report only those course loads or enrollments that are entitled to state funding (private or federally-supported courses and enrollments are omitted). The figures in the tables are net (i.e., withdrawals within the add-drop period have been subtracted from the totals). The figures are also annualized, which means that fall and spring registrations (plus mini-session credits or students) have been totalled and then averaged to show the mean effort of a campus or unit for the year. For the University of Nevada's Reno and Las Vegas campuses, data are presented on credit production by college (subject area) for 1979-1980 and 1980-1981. Data are also presented on credit production for developmental studies, occupational studies, and general education for Clark County Community College, Northern Nevada Community College, Truckee Meadows Community College, and Western Nevada Community College. Headcount enrollments for the universities and community colleges of the state system are presented for the fall semester from 1971-1972 through 1980-1981. Headcount student enrollments are also provided by sex, along with declared major by sex. Resident student enrollment by county is provided for the University of Nevada at Reno and Las Vegas, along with data on in-migrants from out-of-state and from other countries. Lastly, data on 1979-1980 student out-migrants (Nevada residents attending college in other states) are presented. (SW)

ED223154 HE015611

Britt, John
Principles for Foundations of Education.
Pub Date [82]
Note-10p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Instruction; *College Role; Educational Objectives;

*Educational Philosophy; Educational Theories; *Epistemology; *Foundations of Education; General Education; Higher Education; Knowledge Level; Liberal Arts; Professional Education; Research; Sciences; Technology
Identifiers-Adler (Mortimer); Jaspers (Karl); Newman (Cardinal John Henry); Ortega y Gasset (Jose)

The significance of the foundations of education approach to teaching is apparent in the ideas of John Henry Newman, Karl Jaspers, Jose Ortega y Gasset, and Mortimer Adler. Newman maintained that there is a circle of knowledge and once this unity is ignored the result is distortion in the learners and in the knowledge. To retain the whole, the faculty and learners were required to subordinate both the part and the utilitarian to the whole and the liberal. Knowledge for its own sake governed both the unity of knowledge and the unity of the student grounded in the circle of knowledge. Jaspers grounded the priority of research and of teaching in the unity of knowledge, and he depended on two other factors to give life to the university: communication and institutionalization. Both the scientific approach and the unit of knowledge are essential in Jaspers' concern for the mission of the university. He suggested that each science forms its own whole and that technology should be recognized as significant as any profession. Ortega centered the mission of the university on the capability of the learner, and the criterion was the relationship of research and teaching. During the past decade Adler took the principles of the circle of learning, of the learning community, and of lifetime learning seriously in ordering the knowledge within the encyclopedia. The following principles of the university become evident in this analysis: knowledge is a unity; the pursuit of knowledge tends toward the unity of the student; the pursuit of knowledge is more demanding in an age of technology; the centering of the student within knowledge and the teacher is important; the community of learning is necessary; and research is a priority. (SW)

ED223155 HE015612

Thompson, Mark E.

Introspection within Chaos: A Refrain for Survival.

Pub Date [82]
Note-16p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Activism; *College Role; *Democratic Values; Demonstrations (Civil); Dissent; *Evaluative Thinking; Higher Education; Intellectual Experience; Political Attitudes; *Political Influences; Political Power; Power Structure; *Problem Solving; Public Policy; Scholarship; Social Action; *Social Change; Technological Advancement

The role of the academic community in providing introspection and thoughtful analysis at times of national chaos is addressed. While during the 1960s many campuses debated issues and examined national priorities, little credit has been given to academic leadership for fostering a thoughtful approach to difficult questions relating to national priorities. It is suggested that the academic community may be a hidden and little understood medium for promoting freedom and thoughtful inquiry and that more work needs to be accomplished in this area by the academic community to maintain influence and promote enlightened concepts. Reference is made to the Vietnam War and the civil rights issues of the 1960s. It is claimed that many activists during this period had legitimate concerns that were developed from study and introspection into current events. Thoughtful people attempted to change ingrained, institutional habits through activism. Many educators and students projected democratic symbols (freedom and thoughtfulness) by allowing a continuing dialogue of debate through discussions and demonstrations. Social issues were being addressed by many people from academe, the arts, and concerned citizens. The idea that introspection can be used to solve problems and perhaps institute reform is an important educational resource, a part of the thinking-reasoning process. The importance of a consistent, thoughtful approach now seems more related to the complexities of technology than to the need for major structural changes. The question of productivity within the university and society, and the need for excellence as well are also addressed. (SW)

ED223156 HE015614

Jones, R. Stewart

College Teachers Who Stimulate Curiosity.

Pub Date Apr 79

Note-24p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Class Activities; *College Faculty; *Curiosity; Discussion (Teaching Technique); Educational Background; Grading; Higher Education; Instructional Materials; Questioning Techniques; Student Evaluation of Teacher Performance; *Student Motivation; *Student Teacher Relationship; Teacher Characteristics; *Teacher Effectiveness; *Teaching Methods

Characteristics of 30 University of Illinois college teachers judged to be best at stimulating student curiosity and their teaching practices were studied in 1978, based on interviews and results of student evaluations of teacher performance. Attention was directed to undergraduate and graduate training, teaching experience during graduate study, teaching experience since receiving the doctorate, courses regularly taught, grading practice and kinds of exams employed, and the teacher's self-perceptions regarding their grading practices. The teachers also described their classroom activities and instructional materials. The special strengths of the teaching methods employed by the respondents were as follows: the use of vivid illustrative examples, hands-on experiences (labs, field trips, and clinical case studies), and brain teasing problems, with emphasis upon questioning and interactive lecturing. The mean number of years of teaching experience was 13 with a range from 3 to 30 years, and nearly all of the teachers taught both undergraduate and graduate courses. The commonly stated characteristics ascribed to the teachers by students to open-ended questions on course evaluation questionnaires were enthusiasm, ability to stimulate thinking, willingness to listen, humor, questioning techniques, and "best instructor." The single feature of the interviews that appeared clearly important was the teachers' encouragement of students' questions and their use of rhetorical questions in their lectures. The professors seemed to be interested in their students not just as students but as persons. Their teaching methods emphasized problematic content that stimulated curiosity, thought, and interest. Examples of teaching exercises are included. (SW)

ED223157 HE015618

Age Group and Sex of Students, Fall 1980, State University of New York.

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.
Report No-SUNY-OIRAS-8-82
Pub Date Aug 82
Note-217p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Age Groups; Agricultural Colleges; College Freshmen; *College Students; Community Colleges; *Enrollment Trends; Females; Full Time Students; Graduate Students; Higher Education; Males; Multicampus Colleges; Part Time Students; Sex; *State Colleges; Student Characteristics; Technical Institutes; Trend Analysis; Two Year Colleges; Undergraduate Students
Identifiers-*State University of New York

Fall 1980 statistics on the age group and sex of students attending the State University of New York are presented. The major statistical tables array four main student characteristics: age group, sex, load (part-time/full-time), and level (undergraduate/graduate). Part 1 contains summary data for the entire system and each institutional type within the system. For each of the headcount tables in this section there is a corresponding table providing percent distribution arrays of the headcount data. Part 2 contains headcount arrays of students by age group, sex, full- and part-time enrollment, and undergraduate and graduate enrollment level for each individual institution of the state university system. Part 3 contains summarized historical trend data on all students from fall 1974 through fall 1980. In addition, trend data for first-time undergraduate students is included for full- and part-time students and is displayed in headcount and percent arrays. Data are provided for senior colleges, two-year colleges, agricultural and technical colleges, community colleges, university centers, university colleges, health sciences centers, specialized colleges, and statutory colleges. A map of state university institutions is appended. (SW)

ED223158 HE015622

Social Security Student Benefit Cuts. Joint Hearing before the Subcommittee on Postsecondary Education and the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 3 Feb 82

Note-61p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Access to Education; Agency Role; *Budgets; College Bound Students; *College Students; Economically Disadvantaged; Economic Factors; *Eligibility; *Federal Aid; Federal Legislation; Federal Programs; Financial Problems; Government Role; *Government School Relationship; Low Income Groups; Postsecondary Education; Resource Allocation; Retrenchment; *Student Financial Aid

Identifiers-Omnibus Budget Reconciliation Act 1981; Reagan (Ronald); Social Security Administration; *Social Security Benefits

Hearings on the effects of recently enacted cutbacks in social security student benefits are presented. Since the Reagan administration proposed phasing out the social security students benefits, attention is directed to whether needy students who would have received these benefits will receive benefits under the other student aid programs. The efforts of the Social Security Administration (SSA) to notify students now receiving the benefits about the cutbacks are also addressed. Students who are not attending college in May 1982 will not be eligible for any grants, and students in college in February 1982 will have their benefits phased out over a 4-year period. Total savings of $2.3 billion are estimated as a result of the cutbacks, which were enacted by the Budget Reconciliation Act in 1981. An estimated 100,000 to 150,000 high school seniors are affected by this change in eligibility. Social Security benefits have been paid to 18- to 22-year old children of retired, disabled, or deceased workers if they are full-time students, regardless of individual need, with the level of benefits related to the parents' past earnings. Questions have been raised about the adequacy of SSA's efforts to notify beneficiaries of the benefit cutoffs. According to the Associate Commissioner of SSA, a nationwide public information campaign about changes in the law has been conducted. In regard to other financial aid, the administration proposal for fiscal year 1983 eliminates funding for two campus-based programs and reduces funding in

ED223159 HE015658

Kurst, Charlotte, Ed.
The Official Guide to MBA Programs, Admissions, & Careers.
Graduate Management Admission Council, Princeton, NJ.
Report No-ISBN-0-943846-01-3
Pub Date 82
Note-562p.
Available from-Graduate Management Admissions Council, Box 2886, Princeton, NJ 08541 ($8.95).
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-*Business Administration Education; Careers; College Admission; Fees; *Graduate Study; Higher Education; Institutional Characteristics; Masters Degrees; *Masters Programs; *Occupational Information; Program Descriptions; Student Costs; Student Financial Aid; Tuition

A guide to graduate management education, admissions, and careers is presented. Contents include a detailed overview of the Master of Business Administration (MBA) degree's background, nature, benefits, and selection factors; information about programs and schools prepared in chart form; and in-depth descriptions of more than 480 graduate management programs throughout the world, including addresses of information sources. For purposes of the guide, MBA is used to refer to all generalized graduate management programs. Specific topics include the following: full-time versus part-time attendance; accreditation; the evaluation of programs and resources; the undergraduate record; the Graduate Management Admission Test; application and admissions criteria; sources of financial aid; special interest groups (women, minority groups, and foreign students); careers in business and industry (e.g., accounting, consulting, finance, human resources management, international business, management information systems), and careers outside business (government, arts management, educational administration, health services administration, and nonprofit agencies). For each of more than 480 schools, information is presented by chart on: whether there is a doctoral program, entrance dates, length of study, whether there is a deferred admittance policy, applicants/enrollment for 1980-1981, characteristics of the 1980-1981 entering class, types of financial assistance, and kinds of placement data available. The detailed descriptions of schools cover expenses, admission, the programs of study, financial assistance, and placement. (SW)

ED223160 HE015661

Squeezing the Triangle. Review, 1978-79 to 1981-82. [Ontario Universities].

Council of Ontario Universities, Toronto.
Report No-ISBN-0-88799-158-0
Pub Date Sep 82
Note-58p.
Available from-Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Advisory Committees; *College Planning; *Educational Finance; Educational Planning; *Enrollment Trends; *Financial Problems; Financial Support; Foreign Countries; Government Role; *Government School Relationship; Graduate Study; Higher Education; *Intercollegiate Cooperation; Professional Associations; State Aid; Undergraduate Study
Identifiers-Council of Ontario Universities; *Ontario; Ontario Council on University Affairs

Major developments in finance and enrollments at Ontario universities during 1978-1979 to 1981-1982 are reviewed, and attention is directed to academic planning, cooperative activities sponsored by the Council of Ontario Universities (COU), and the establishment in 1980 of a special governmental committee to examine the future of the universities in the 1980s. Since 1978-1979, funding for the Ontario University system fell significantly short of what the Ontario Council on University Affairs (OCUA) recommended. The Ontario government has been unwilling to increase the level of funding to universities or to scale down the system. During the period under review, several system-level initiatives in the area of academic planning occurred. Because of the growing financial constraints, greater emphasis in academic planning was placed by OCUA on system coordination, which involved both the graduate and undergraduate areas. Two valuable cooperative activities conducted by COU on behalf of the universities of Ontario are the Ontario Universities' Application Centre and the Interuniversity Transit System. Attention is directed to significant modifications in library coordination and instructional development. In addition, a brief account is presented of two new cooperative initiatives begun by COU: communications and health sciences. The roles of the COU and OCUA and of various special committees are reviewed, along with summaries of reports submitted by these agencies to the government. Appended materials include a list of members of the COU, 1982; the constitution of the COU; information on committees, boards, and affiliates of the COU, 1982; financial statements of COU; and a list of publications of COU and its affiliates. (SW)

ED223161 HE015664

Powers, Stephen; And Others

Factors in the Choice of Higher Educational Institutions by Academically Gifted Seniors.

Pub Date Nov 82

Note-20p.; Paper presented at the Annual Meeting of the California Educational Research Association (61st, Sacramento, CA, November 18-19, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academically Gifted; Advanced Placement Programs; College Bound Students; *College Choice; *College Credits; Educational Quality; High Achievement; Higher Education; *High School Seniors; *Institutional Characteristics; Questionnaires

Identifiers-Tucson Public Schools AZ

The reasons academically gifted high school seniors select institutions of higher education and their interest in precollege, university-level courses were studied. Gifted seniors in the Tucson Unified School District were mailed the Higher Education Orientation Inventory (HEOI), an adaptation of the Graduate Student Satisfaction Questionnaire. Gifted seniors were identified as those scoring at or above the 90th percentile on at least two of the three sub-areas of the California Achievement Test, Form C, Level 18. A total of 165 responses were analyzed with a principal components analysis followed by a varimax rotation. Findings for the 73 males and 92 females from 10 high schools were as follows: there was a substantial interest in attending university-level courses; of the 29 reasons posed there were 4 underlying factors of choice (the academic quality of the institution, special institutional features, social aspects of the institution, socioeconomic forces); and the academic quality factor had three aspects (instruction, interaction, and independence). Specifically, 84 percent of the academically gifted seniors felt that earning college credit before high school graduation was valuable, and 73 percent indicated that they would attend an intensive college-level course if it were offered. However, only 59 percent were interested in attending a summer university program designed to introduce them to college life. It is suggested that findings would be valuable to college and university administrators, recruiters, and high school counselors. Appended information includes factor loadings of the 29 reasons for choice of schools posed by the HEOI. (SW)

Murray, Harry G.

Use of Student Instructional Ratings in Administrative Personnel Decisions at the University of Western Ontario.

Pub Date Aug 82
Note-18p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 23-27, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty; Decision Making; Departments; *Evaluation Criteria; Feedback; Foreign Countries; Higher Education; *Instructional Improvement; *Personnel Policy; Psychology; *Student Evaluation of Teacher Performance; Summative Evaluation; *Teacher Attitudes; Teacher Effectiveness; Teaching Skills
Identifiers-*University of Western Ontario (Canada)

The effect of student evaluations of teaching on administrative personnel decisions at the Department of Psychology, University of Western Ontario, was investigated. In addition, the apparent impact of summative student evaluation of teaching upon faculty attitudes and faculty teaching performance was assessed. In the Department of Psychology, undergraduate student evaluations are obtained by a 10-item questionnaire that focuses mainly on expositional skills such as clarity, preparation, and use of examples, and includes a final overall effectiveness item. It was found that: student evaluations of teaching contributed significantly to decisions on faculty salary and tenure, but not to decisions on promotion to full professor; after 12 years of mandatory summative evaluation, faculty members continue to have generally favorable attitudes toward student evaluations of teaching and their use in administrative personnel decisions; and the mean level of teaching effectiveness of the Department of Psychology as a whole has improved substantially over the past 12 years, presumably due, at least in part, to the incentive and selection functions of summative evaluation of teaching. It is suggested that a fully effective teaching evaluation system must include both formative and summative components in order to effect the right combination of feedback, motivation, training, and selection needed to gain faculty acceptance and to produce significant improvement in individual and institutional performance. (SW)

ED223163 HE015668

VandeCreek, Leon

Undergraduate Practicum in a Liberal Education.

Pub Date Aug 82
Note-19p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 23-27, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cooperative Education; Educational Objectives; Education Work Relationship; Experiential Learning; Higher Education; *Liberal Arts; *Practicums; Professional Education; *Psychology; Student Role; *Undergraduate Study

The goals and nature of liberal education, the status of psychology within liberal arts, and the undergraduate practicum are discussed. A new development in psychology has been the practicum course, which some critics have claimed is a threat to the goals of liberal education. It is claimed that three dimensions are persistent themes in most definitions of liberal arts: the development of broad knowledge, critical judgment, and self-exploration. Among the threats to the concepts of a liberal education are the following: a "new vocationalism" whereby education is defined in terms of marketable skills; the presence of professional or preprofessional baccalaureate programs; the professionalization of existing undergraduate courses; alternative models of education, such as cooperative education and the "credit for living" mechanisms for earning college credit; and new forms of management within colleges and universities that demand accountability and that exert pressure to indicate measurable outcomes that can compete with vocational training and preprofessional education. While the combination of lecture, reading, and tests is the device most frequently used to teach undergraduates, others argue that learning is facilitated by participation and a more active role by students. In the practicum, the student spends the majority of time outside the classroom. It is suggested that the practicum has the potential to be an excellent addition to a liberal education or to be the opposite, a form of closeted vocational training. (SW)

ED223164 HE015669

Hughes, Richard L.

Who Goes to a Service Academy?

Pub Date Aug 82

Note-9p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Achievement Need; Affiliation Need; Assertiveness; Cognitive Style; *College Choice; College Freshmen; Comparative Analysis; *Females; Higher Education; *Males; *Military Schools; Persistence; Personality Measures; *Personality Traits; Sex Differences

Identifiers-*Air Force Academy CO

Personality characteristics among females admitted to the U.S. Air Force Academy were compared to those of male cadets and to females attending other colleges. The Personality Research Form-E (Jackson, 1974) was administered to all 217 females of an entering class at the Academy during the first few days of basic cadet training. Approximately one-half of the entering male cadets (520) also completed the instrument. It was found that the female cadets were achievement-oriented, assertive, outgoing, adventurous, persistent, expressive, systematic, serious-minded, practical, and socially proper. They also preferred structure to ambiguity. Female cadets were similar in personality to male cadets. However, while similar on most personality dimensions, the global effect was that Academy-entering females were relatively nontraditional and entering males were relatively traditional. Relative to civilian female college students, entering female cadets scored significantly higher on scales measuring need for achievement, affiliation, cognitive structure, dominance, endurance, exhibition, and order. Female cadets scored lower relative to civilian college females on harm-avoidance, play, and sentience. It is suggested that the Academy attracts achievers and relatively dominant or assertive individuals. Academy training emphasizes teamwork and involves physically exciting and sometimes frightening activities. It is proposed that individuals who elect the Academy are pragmatic and serious-minded. Enjoying a structured environment and being systematic by nature, cadets attend an institution high in consistency, rules, orderliness, and "planfulness." (SW)

ED223165 HE015670

Hottinger, Gerald W.

Tuition and Required Fees and Room and Board Charges at Institutions of Higher Education in Pennsylvania, 1982-83.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.
Pub Date 82
Note-22p.; For related document, see ED 211 028.
Available from-Pennsylvania Department of Education, 333 Market Street, P.O. Box 911, Harrisburg, PA 17108.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Church Related Colleges; *College Housing; Community Colleges; *Fees; Higher Education, In State Students; *On Campus Students; Private Colleges; Professional Education; State Colleges; *Tuition; *Undergraduate Students
Identifiers-*College Costs; *Pennsylvania

Statistical data are presented on tuition and required fees and room and board charges at Pennsylvania colleges and universities for 1982-1983. Brief narrative descriptions of trends in these costs are also included. Data are presented on the following: average in-state undergraduate tuition and required fees for academic years 1973-1974 through 1982-1983 by institutional category; average combined room and board charges for academic year 1973-1974 through 1982-1983 by institutional category; average tuition and required fees for the academic year 1982-1983 by institutional category by program level; first-professional tuition and required fees by field of study for the academic year 1982-1983; and room and board charges at institutions of higher education for the academic year 1982-1983. The trend analyses indicated that generally the tuition and required fees doubled from the academic year 1973-1974 to 1982-1983. By category these increases ranged from a low of 96.7 percent at the private junior colleges to a high of 140.3 percent at the theological seminaries. Throughout the period, tuition and required fees at public institutions were about one-half the amount at private institutions. The average combined room and board charges include data for those institutions that reported charges for both room and board. Over the 10-year period, combined room and board charges increased at a smaller rate than tuition and required fees. These increases ranged from 83 percent at the state-related commonwealth universities to 122.4 percent at the private state-aided institutions. (SW)

ED223166 HE015676

Hottinger, Gerald W.

Financial Statistics, 1980-81. Our Colleges and Universities Today. Volume XIX, Number 8.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.

Pub Date 82

Note-35p.; Not available in paper copy due to small print.

Available from-Pennsylvania Department of Education, 333 Market Street, P.O. Box 911, Harrisburg, PA 17108.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Church Related Colleges; *Educational Finance; Endowment Funds; *Expenditures; Federal Aid; *Financial Support; *Higher Education; *Income; Private Colleges; Private Financial Support; Proprietary Schools; Resource Allocation; *School Funds; State Aid; State Colleges; State Surveys

Identifiers-*Pennsylvania

Financial statistics for Pennsylvania colleges and universities for the fiscal year (FY) ending 1981, for 1971-1972 through 1980-1981, and for 1977-1978 through 1980-1981 are presented, along with narrative descriptions of financial trends at the institutions. Information includes the following: current-funds revenues by institutional control; percent of current-funds revenues by source; current-funds expenditures by institutional control; percent of current-funds expenditures by function; current-funds expenditures per full-time-equivalent enrollment as compared to the Consumer Price Index; total current-funds revenues by institutional category; total current-funds expenditures by institutional category; total current-funds expenditures by function; total current-funds revenues by source; current-funds revenues by source by institutional category; current-funds expenditures by function by institutional category; physical plant fixed assets with beginning and ending values, additions and deductions, and current replacement value by type of asset by institutional category; indebtedness on physical plant for FY ending 1981, by institutional category; statement of changes in endowment funds by book and market value and institutional category for FY ending 1981; and statement of changes of fund balances for FY ending 1981 by type of fund by institutional category. Among the trends are the following: the current-funds revenues for 1980-1981 represent a 143.6 percent increase over the 1971-1972 total; tuition and fees and government funds continue to be the main source of current-funds revenues; and the current-funds expenditures increased by

138.1 percent from 1971-1972 to 1980-1981. (SW)

ED223167 HE015677

Hottinger, Gerald W.

Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty, 1981-82. Our Colleges and Universities Today. Volume XIX, Number 7.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.

Pub Date 82

Note-26p.; Not available in paper copy due to small print.

Available from-Pennsylvania Department of Education, 333 Market Street, P.O. Box 911, Harrisburg, PA 17108.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Faculty; Educational Finance; Expenditures; *Fringe Benefits; *Full Time Faculty; *Higher Education; Males; Private Colleges; State Colleges; State Surveys; *Teacher Employment Benefits; *Teacher Salaries; *Tenure; Trend Analysis; Women Faculty

Identifiers-*Pennsylvania

Data are presented on salaries, tenure, and fringe benefits of full-time instructional faculty at Pennsylvania colleges and universities for the 1981-1982 school year, and brief narrative descriptions of trends are included. Findings for the different sectors include the following: the mean salaries of full-time instructional faculty for selected ranks and selected institutions increased 84.9 percent from 1972-1973 to 1981-1982; for the public sector, the mean salaries rose by 87.8 percent over the period; although the private sector salaries increased at a slower rate (81.5 percent), the 1981-1982 mean salary represented an increase of 13.2 percent over 1980-1981; in 1972-1973, women comprised 19.9 percent of the full-time instructional faculty on contracts of 9 months; from 1972-1973 to 1981-82 the number of women on 9-month contracts increased by 37.6 percent to where women comprise 24.2 percent of the total; from 1972-1973 to 1981-1982, the mean salaries for men increased by 87.3 percent to $26,877, while the mean salaries for women increased to $21,426 (up 81.2 percent); in 1975-1976, 51.9 percent of the expenditures for fringe benefits for full-time instructional faculty employed on a contract of 9 months were for retirement plans; by 1981-1982, retirement plans accounted for only 39.5 percent of these expenditures; over the 1975-1976 period, medical/dental and all other benefits accounted for an increasingly larger portion of total fringe benefits expenditures; for the 7-year period ending in 1981-1982, expenditures for fringe benefits increased by 1.5 times. (SW)

ED223168

HE015679

Galambos, Eva C.

School-College Cooperation for Teaching Gifted Students.

Southern Regional Education Board, Atlanta, Ga.

Pub Date Oct 82

Note-10p.

Available from-Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academically Gifted; *Advanced Placement Programs; College Choice; College Credits; College Programs; *College School Cooperation; Enrollment Trends; Geographic Regions; Higher Education; *High School Seniors; Noncredit Courses; Secondary Education; State Aid; State Programs; Student Participation; Summer Programs; *Talent Identification; Teacher Education

Identifiers-College Entrance Examination Board; Project Advance; *United States (South)

Approaches to cooperation between colleges and schools in serving students capable of advanced work are examined. Two major ways of serving bright high school students within their own schools in coordination with colleges are: programs developed by individual colleges with particular high schools, and the College Board's Advanced Placement (AP) program. A notable example of a program developed by an individual college is the Syracuse University Project Advance. The College Board distributes its curriculum materials to high schools that wish to participate in the AP program. The quality of the high school offerings is safeguarded through nationally developed tests in any given discipline that are taken by participating high school students. Data on student participation in the AP program and migration patterns of AP candidates as they go to college are examined by states. Many colleges award sophomore status to high school students who present qualifying grades in enough AP examinations. Courses, institutes, or seminars on college campuses open to high school (and sometimes younger) students represent another approach to serving the needs of bright youths. Some programs are noncredit enrichment efforts, while others award regular college credits. Joint enrollment of high school seniors who earn credits from the college and the high school simultaneously is a growing phenomenon. The most prevalent college involvement in serving gifted youngsters is through special summer offerings. Summer programs funded by state departments of education, early identification of talented students, student fee arrangements, training teachers of the gifted, and state support for educating the gifted are also noted. (SW)

ED223169 HE015690

Karabel, James; And Others

Trends in Racial, Sexual, and Class Inequality in Access to American Higher Education: 1940-1980. [Report from the] Project on Politics and Inequality in American Higher Education.

Huron Inst., Cambridge, Mass.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Apr 81
Grant-NIE-G-77-0037
Note-108p.; For related documents, see HE 015 691-692.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Access to Education; College Attendance; College Choice; Comparative Analysis; Economic Factors; *Enrollment Trends; Equal Education; Females; *Higher Education; Males; *Minority Groups; Political Influences; Reputation; *Sex; Social Class; Social Stratification; *Socioeconomic Status; Student Characteristics
Identifiers-Elitism

Changes in access to higher education with regard to sex, race, and social class of college students during 1940-1980, a period of expansion in higher education, are analyzed. Seven hypotheses concerning access to higher education are examined, based on statistical data from various sources. It is hypothesized that race, sex, and class differentials in access to higher education have narrowed during this period. It is also hypothesized that financial factors affect where people go to college and that stratification within higher education has become greater over time. It is concluded that since at least 1965, there has been an increase in college access among those of lower socioeconomic origins. While in 1940, men and women 25-29 years old had completed at least some college in about equal proportions, by 1960, men had a 50 percent advantage. In the last decade, women have almost reached parity with men in terms of college attendance, but in terms of retention, institutions have been more successful with men than with women. Race differentials in access to higher education have also narrowed between 1940 and the present, though most of the narrowing has been due to the increased rates of high school graduation among minorities. It is suggested that recognition as legitimate pressure groups has enabled blacks and women to make greater inroads into the better higher education institutions, while those from lower social origins have not achieved significant political mobilization and have tended to be more skewed toward the lower end of the higher education hierarchy. Problems involved in attempting to reconstruct data on college access from diverse sources are addressed. (SW)

ED223170 HE015691

Karabel, James; And Others

The Politics of Structural Change in American Higher Education: The Case of Open Admissions at the City University of New York. [Report from the] Project on Politics and Inequality in American Higher Education.

Huron Inst., Cambridge, Mass.

Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Apr 81
Grant-NIE-G-77-0037
Note-52p.; For related documents, see HE 015 690-692.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Access to Education; Administrator Role; Black Students; Case Studies; Change Strategies; *College Admission; Conflict Resolution; Declining Enrollment; Dissent; Educational History; Enrollment Trends; Ethnic Groups; Higher Education; Jews; *Minority Groups; *Open Enrollment; *Political Influences; Public Education; Puerto Ricans; Racial Relations; School Community Relationship; *Urban Universities
Identifiers-*City University of New York

The political dynamics surrounding the adoption of an open admissions policy at the City University of New York (CUNY) are discussed. Analysis of the case of CUNY also provides a basis for considering the politics of structural change in American higher education. It is suggested that when Chancellor Albert Bowker took office in 1963, he followed a systematic policy of rapid institutional expansion. In view of the fact that CUNY's traditional constituency, the Jewish population, was declining, Bowker hoped to increase enrollments by incorporating the Black and Puerto Rican communities into the CUNY coalition. Bitter conflict ensued over the pace of change: for many of the increasingly militant minority population, it was too slow, while for many White ethnics, it was too fast. The seizure of the South Campus at City College in 1968 presented Bowker with an opportunity to capitalize upon widespread fear of racial insurrection to break an admission stalemate between Blacks and Jews. He was able to use the mobilization of the City's Blacks and Puerto Rican masses to realize his objective of adopting a policy of universal access to CUNY. The open admissions policy ended the battles over places in the freshman class and also meant that the university's resources would increase. It is concluded that, above all, open admissions constituted a solution to a distinctively political problem faced by the university. As long as the demand for places in the university far exceeded the supply, the issue of admissions would have been one of conflict. Any attempt to expand opportunities for minorities at CUNY at the expense of other groups would have aroused great opposition. The substantial size of the City's growing minority populations required that they be incorporated into the CUNY coalition. (SW)

Karabel, Jerome; And Others

The Politics of Federal Higher Education Policymaking: 1945-1980. [Report from the] Project on Politics and Inequality in American Higher Education.

Huron Inst., Cambridge, Mass.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Apr 81
Grant-NIE-G-77-0037
Note-155p.; For related documents, see HE 015 690-691.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Access to Education; Advocacy; College Planning; Community Colleges; Construction Programs; Educational History; Enrollment Trends; *Federal Legislation; Financial Support; Government Role; *Government School Relationship; *Higher Education; Minority Groups; Policy Formation; *Public Policy; Retrenchment; Social Stratification; Socioeconomic Status; Student Financial Aid; Vocational Education

Key federal policy decisions since World War II that have affected the number and characteristics of students entering higher education and, overall, the social-stratification role of higher education are reviewed. The focus is on legislation and other policy decisions concerning student aid, community colleges, and postsecondary vocational education. Attention is also directed to institutional aid, higher education coordination and planning, persons and groups instrumental to the passage of major legislative enactments, and the climate of opinion in which federal policy decisions have been made. From 1945 to 1958, the central arguments in favor of increased access were that: the United States faced severe shortages of highly trained manpower, the Soviet Union was dangerously ahead in the training of such manpower, and the realization of the goal of equality of opportunity required equality of access to higher education. While initially, discussions about who should enter college mostly focused on the highly talented, attention shifted in the early 1960s to specific social groups, notably black and lower-income youth. Policymakers did not rely primarily on the goal of equality of opportunity as a justification of greater access until the mid- to late 1960s. Among the issues pertaining to direct federal aid to colleges was the need for constructing academic facilities to respond to large increases in enrollment. Interest in community colleges and postsecondary vocational education accelerated markedly during the early 1960s. By the late 1960s, the focus of attention was for aid to be used for general operating expenses. During 1973-1980, retrenchment in higher education was the major concern. Appendices provide a synopsis of federal higher education legislation and information on sources of funds for higher education, 1930-1980. (SW)

ED223172 HE015693

Huebner, Lois A.; And Others

Student Interaction with Campus Help-Givers: Mapping the Network's Efficacy.

Pub Date [82]

Note-9p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Advising; *Ancillary School Services; Career Planning; Decision Making; Family Influence; Helping Relationship; Higher Education; Institutional Research; Majors (Students); Peer Influence; *Problem Solving; Social Support Groups; Student Adjustment; *Student Personnel Services; *Student Problems; *Undergraduate Students; Use Studies

Procedures to map the broad outline of student interaction with various help-giving persons and campus agencies were investigated. A sample of 633 undergraduate students completed an 8-part problem-solving questionnaire that identified current problems, problems that previously existed, the 5 most important problems, improvement rates for the most important problems, and sources of assistance in problem resolution. The most frequently reported problem was connected with the academic side of life: academic concerns, fear about achievement, lack of time, study skills, trouble getting going on things, vocational choice, and career planning. Personal problems such as lack of privacy, depression, and unhappiness also were common. Overall, students reported that 43 percent of their most important problems had improved. In the majority of cases, student reported using nothing or no source to solve their problems. When resources were used, friends ranked first, followed by parents and then several university services. There was a mean reported improvement rate of 20 percent for those cases where no source was used, while the use of all other sources recorded a mean improvement rate of 66 percent. The most common problem brought to the counseling service was vocational choice and career planning, followed by selecting a major. It is concluded that it is particularly in the areas of personal, social, and environmental or institutional problems that students appear to fail to take advantage of the help that exists. Students turned primarily to friends and family even for many academic and vocational problems. (SW)

ED223173 HE015694

Gorman, Margaret; And Others

Service Experience and the Moral Development of College Students.

Pub Date [82]

Note-21p.; Not available in paper copy due to marginal legibility of original document.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Church Related Colleges; *College Students; Comparative Analysis; *Developmental Stages; Disadvantaged; *Experiential Learning; Females; Higher Education; Institutional Research; Males; *Moral Development; Moral Issues; Nontraditional Education; School Community Relationship; *Student Experience; Values

Identifiers-*Boston College MA

The development of moral judgment of students was studied in two types of college courses requiring readings, lectures, and discussions. In one of the courses, students gained exposure to or served disadvantaged people; they combined reflection on this experience in the light of readings and lectures. The other course was a more traditional college course. Seventy undergraduates at Boston College, a medium-sized, church-related institution, were studied. Forty-one of the students were enrolled in the service course and 29 were in the nonservice course. The majority of the students were freshmen and sophomores. Rest's Defining Issues Test (DIT) was used to assess the development of moral judgment in a pretest/posttest design. The DIT's moral issues represent one of Kohlberg's stages; the respondent is asked to choose the most important items for a particular dilemma. Students who engaged in community service work showed a significant increase in moral reasoning on the DIT, while the comparison group did not. It was hypothesized that scores on principled morality would increase significantly more for the group involved in service than for the comparison group. It was also projected that principled thinking would increase significantly more for women in both groups than for the men. In the nonservice course, a shift to higher stages was found: while only 8 percent were on the principled level on the pretest, 28 percent were on that level on the posttest. For the service course, the percentage of students on the principled level rose from 26 to 54 percent. On the posttest, the mean scores of women in both groups were higher than those of men in both groups. (SW)

ED223174 HE015695

Lapin, Joel D.

Applying Successful Policies and Programs to Students, Institutions, and the Community. A Foreword to the Higher Education/CETA Project.

American Council on Education, Washington, D.C.

Spons Agency-Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Pub Date Jul 82

Note-5p.; For related documents, see HE 015 696-703 and HE 015 723.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Ancillary School Services; Case Studies; Community Development; Educational Benefits; *Education Work Relationship; Employment Services; *Federal Programs; Government School Relationship; *Higher Education; Industry; Instructional Improvement; Job Development; *Job Training; Labor Force Development; Leadership; Linking Agents; Public Policy; *School Business Relationship

Identifiers-Comprehensive Employment and Training Act; *Higher Education CETA Project

An overview is presented of the scope of a series of monographs produced as part of the American Council on Education's Higher Education/Comprehensive Employment and Training Act (CETA) Project, which was supported by the Fund for the Improvement of Postsecondary Education. The monographs discuss contemporary policy issues concerned with higher education's relationship with occupational training and present case studies of two- and four-year educational institutions. The focus is the benefits that have emerged for students in particular and institutions and communities in general as a result of successful relationships between CETA and higher education. The monographs highlight colleges and universities that have improved areas such as instruction, student services, linking work and education, institutional leadership, policy development, and working with the private sector. The Higher Education/CETA Project has underscored the importance of the following three points: (1) in general, successful organizational structures and processes between CETA and higher education would apply to relationships between private and public training and employment organizations; (2) the programmatic relationships between CETA and higher education are not limited to improving the learning and life chances of CETA students but often apply to learners in general; and (3) college and university personnel, structures, and processes established and/or developed through relationships with CETA and the private sector will continue to be important in their own right and as they mesh with future government-funded programs. Each monograph contains a series of action-oriented recommendations for higher education leaders and employment and training administrators. (SW)

ED223175 HE015696

Clark, Donald M.; Rinehart, Richard L.

Structures and Strategies for Linking the Higher Education and Employment Communities. Higher Education/CETA Project Monograph.

American Council on Education, Washington, D.C.

Spons Agency-Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Pub Date Jul 82

Note-10p.; For related documents, see HE 015 695-703 and HE 015 723.

Available from-Higher Education/CETA Project, American Council on Education, One Dupont Circle, Suite 800, Washington, DC 20036.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Apprenticeships; College Faculty; Consultants; Cooperative Education; *Cooperative Planning; *Education Work Relationship; *Higher Education; Industrial Personnel; *Linking Agents; *School Business Relationship; Unions; Work Study Programs

Identifiers-Comprehensive Employment and Training Act; *Higher Education CETA Project

A model is presented for establishing or improving cooperative relationships between higher education and the employment community, as part of the American Council on Education's Higher Education/Comprehensive Employment and Training Act (CETA) Project, which was supported by the Fund for the Improvement of Postsecondary Education. Attention is directed to types of education-employer joint

efforts, linkage components, cooperative planning in education-work linkages, and linkage barriers and problems. Joint efforts include cooperative education; work-study programs; apprenticeships; internships; clinical experience; required volunteer work; faculty consulting and part-time work with the private sector; teaching or lecturing at the college by business and industry specialists; student visits to work sites; student initiative projects and competitions; membership and participation in occupational and civic organizations; advisory committees; special events (e.g., career days); involvement of business/industry representatives in college support programs (e.g., career planning); and activities and materials funded by government agencies, foundations, and corporations. Advisory councils enable the business, labor, government, and professional sectors to help colleges and universities plan and implement better cooperative programs and to include those special groups. Commom areas where problems may arise in designing and implementing joint ventures include the following: budget and cost factors, corporate and institutional policies, legal restrictions, long-range planning considerations, and neglect of management or learning principles. The Industry-Labor Education Council in Utica, New York is briefly described, along with eight programs in which colleges contract with business and industry. (SW)

ED223176 HE015697

Gilli, Angelo C., Sr.

Higher Education's Current Involvement with and Future Responses to Occupational Training and Employment Programs and Services. Higher Education/CETA Project Monograph.

American Council on Education, Washington, D.C.
Spons Agency-Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
Pub Date Jul 82
Note-8p.; For related documents see, HE 015 695-703 and HE 015 723.
Available from-Higher Education/CETA Project, American Council on Education, One Dupont Circle, Suite 800, Washington, DC 20036.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Case Studies; Change Strategies; Educational History; *Education Work Relationship; Employment Programs; *Employment Services; *Federal Aid; Federal Legislation; *Higher Education; *Job Training; Labor Force Development; Personnel Policy; Professional Continuing Education; Research; *School Business Relationship; Vocational Education
Identifiers-*Comprehensive Employment and Training Act; Higher Education CETA Project

Higher education's past, current, and future responses to occupational training and employment programs and services are considered as part of the Council on Education's Higher Education/Comprehensive Employment and Training Act (CETA) program, which was supported by the Fund for the Improvement of Postsecondary Education. In addition, demographic factors and employment characteristics are examined since they provide a background for understanding college and university involvement with training and employment programs and services. Several case studies are included that illustrate successful occupational training and employment programs and services. Occupational education has been an established program in public education since before World War II, and during the 1960s and 1970s it grew steadily as college enrollments were increasing. A variety of occupational education programs and services that were more specialized than those available to traditional students in colleges and universities were developed to help those who were experiencing difficulty in entering the labor market. The case studies illustrate how two- and four-year colleges have responded in providing: classroom training in both academic and job-specific content skills in both blue-collar and white-collar occupations; employment services; employment and related research; program and policy evaluations; and continuing education for personnel specialists. Attention is focused on postsecondary programs and services funded under the CETA program. Recommendations for change are proposed in areas such as funding patterns, the structure and role of higher education, and the delivery of programs and services. (SW)

ED223177 HE015698

Vogler, Daniel E.; Manley, Katherine K.

A Policymaker's Overview: Federally Sponsored Employment and Training. Higher Education/CETA Project Monograph.

American Council on Education, Washington, D.C.

Spons Agency-Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Pub Date Jul 82

Note-9p.; For related documents, see HE 015 695-703 and HE 015 723.

Available from-Higher Education/CETA Project, American Council on Education, One Dupont Circle, Suite 800, Washington, DC 20036.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cooperative Programs; Credit Courses; Educational Policy; *Education Work Relationship; *Employment Programs; Federal Legislation; *Federal Programs; Government School Relationship; Higher Education; *Job Training; Linking Agents; Noncredit Courses; Professional Continuing Education; Public Agencies; *School Business Relationship; Technical Assistance; *Vocational Education

Identifiers-*Comprehensive Employment and Training Act; Higher Education CETA Project

An overview on employment and training as it relates to higher education is presented as part of the American Council on Education's Higher Education/Comprehensive Employment and Training Act (CETA) Project, which was supported by the Fund for the Improvement of Postsecondary Education. Attention is directed to the linkage between higher education and the federally-funded CETA program. The philosophical orientation of the CETA program, dollars expended, and persons served by the program are considered. Among the main functions of colleges working with the CETA program are the delivery of credit-based and job-specific classroom training and the provision of support services to participants. Training should enable workers to enter the job market, advance in their present job, or keep pace with technology. Two options for postsecondary institutions interested in working with the CETA program include a nonfinancial agreement or a contract with a prime sponsor. The contractual basis offers the institution a wide range of opportunities, including: credit- and noncredit-oriented direct services to individuals, credit- and noncredit-oriented professional staff development, research and evaluation projects, and technical assistance and consultation services. Attention is directed to policy issues related to participants, organizations and personnel, educational finance, curricula, institutional evaluation, and to college involvement with employment and training programs established through operational alliances or decision-making influence. Strategies for providing decision-making influence on the local and state levels and information on federal employment legislation are presented. (SW)

ED223178 HE015699

Buettner, David

Collaborative Efforts among Higher Education, CETA and the Private Sector: Implications for Instructional Heads and Institutional Business Officers. Higher Education/CETA Project Monograph.

American Council on Education, Washington, D.C.
Spons Agency-Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
Pub Date Jul 82
Note-9p.; For related documents, see HE 015 695-703 and HE 015 723.
Available from-Higher Education/CETA Project, American Council on Education, One Dupont Circle, Suite 800, Washington, DC 20036.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Ancillary School Services; Career Counseling; Case Studies; Continuing Education; Contracts; Cooperative Programs; Department Heads; *Education Work Relationship; Employers; *Employment Programs; Federal Aid; *Government School Relationship; *Higher Education; *Job Training; Labor Force Development; Personnel Policy; Program Costs; School Business Officials; *School Business Relationship
Identifiers-*Comprehensive Employment and Training Act; Financial Audits; Higher Education CETA Project

Advice for higher education institutional business officers, instructional heads, and continuing education and community services personnel regarding collaborative efforts with employers and government resources is offered as part of the American Council on Education's Higher Education/Comprehensive Employment and Training Act (CETA) Project, which was supported by the Fund for the Improvement of Postsecondary Education. An institution that collaborates in employee development efforts such as CETA can offer a range of possible contributions, including assessment services, basic skill development, job training, counseling services, and job development and placement. The use of existing instructional programs by CETA students is widespread, especially in community colleges. In some cases, special programs are developed and conducted for only CETA students (i.e., class size programs). For many public institutions, when CETA prime sponsors totally fund class size offerings, they can design or customize the class to suit students' needs. Colleges and universities often have outstanding student service and continuing education components to provide career counseling and support to the unemployed. Opportunities for the four-year school to participate in CETA-type manpower development programs also exist, especially in the research and development area (i.e., curriculum guides and staff development expertise). The following aspects of higher education/CETA collaboration are addressed: contract and auditing routines and procedures, risk management and insurance, administrative costs, and personnel considerations. Advantages of participation to the institution, instructional faculty and staff, students, and the private sector are discussed; and six brief case studies of collaborative projects are presented. (SW)

ED223179 HE015700

Cohen, Pennie; Nance, Don W.

Student Services for CETA Participants. Higher Education/CETA Project Monograph.

American Council on Education, Washington, D.C.

Spons Agency-Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Pub Date Jul 82

Note-8p.; For related documents, see HE 015 695-703 and HE 015 723.

Available from-Higher Education/CETA Project, American Council on Education, One Dupont Circle, Suite 800, Washington, DC 20036.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Ancillary School Services; Case Studies; Compensatory Education; Curriculum Development; *Developmental Studies Programs; Educational Innovation; *Educationally Disadvantaged; Education Work Relationship; Employment Programs; Federal Programs; *Government School Relationship; Higher Education; *Nontraditional Students; *School Business Relationship; School Community Relationship; Student Development

Identifiers-*Comprehensive Employment and Training Act; Higher Education CETA Project

The way in which student services can meet the needs of a small segment of the student body who need extensive and intensive developmental work is considered as part of the American Council on Education's Higher Education/Comprehensive Employment and Training ACT (CETA) Project, which was supported by the Fund for the Improvement of Postsecondary Education. It is suggested that student services must continue to expand its role in working with nontraditional students, and that CETA funding and CETA-eligible students have challenged higher education's adaptability in programming and service delivery. One area of adaptation is instruction: student development courses are being integrated into the curriculum. Three major clusters of courses can be identified: courses in human development, life planning, and personal understanding; courses emphasizing independent study and experential learning; and remedial, affective, and behavioral education courses. Colleges and universities have been able to bring their experience with curriculum development, career counseling, and support services to the disadvantaged student. On the other hand, CETA has provided a previously untapped source of students and additional revenue. The partnership has also created benefits for the non-CETA student, especially various nontraditional students who have benefited from new formats, curricula, and extended services. Many students have profited from materials and equipment provided by CETA funding, and faculty have benefited from the opportunity to work with nontraditional students. The relationship between student services and CETA programs is discussed, and seven case studies are presented. (SW)

ED223180 HE015701

Brown, Stephen M.

University and College Associated Skill Centers. Higher Education/CETA Project Monograph.

American Council on Education, Washington, D.C.
Spons Agency-Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
Pub Date Jul 82
Note-7p.; For related documents, see HE 015 695-703 and HE 015 723.
Available from-Higher Education/CETA Project, American Council on Education, One Dupont Circle, Suite 800, Washington, DC 20036.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Case Studies; College Role; Educationally Disadvantaged; Education Work Relationship; Eligibility; *Employment Programs; Federal Programs; *Higher Education; Industry; Job Placement; *Job Training; Labor Force Development; Low Income Groups; *Nontraditional Students; School Business Relationship; School Community Relationship; *Skill Centers; Two Year Colleges; *Vocational Education
Identifiers-*Comprehensive Employment and Training Act; Higher Education CETA Project

The structure and function of college- and university-affiliated skill centers are discussed as part of the American Council on Education's Higher Education/Comprehensive Employment and Training Act (CETA) project, which was supported by the Fund for the Improvement of Postsecondary Education. A skill center is defined as a single organizational unit that provides training in multiple occupational areas. Skill centers, which provide trained persons for the private sector and also serve populations traditionally denied access to jobs, offer training in such varied occupations as office occupations, auto mechanics, food preparation, and electronic assembly. Centers offer a number of training programs in line with local employment needs, especially in new, rapidly changing, or expanding occupations such as word processing, data processing, and cable T.V. installation. Training cycles range from 6 to 52 weeks. Some training programs are company specific and the curricula stress hands-on training. Allied instruction and services are an integral part of the curriculum at many skill centers, and instruction in mathematics, reading, and writing is frequently offered. In addition, students are offered services that enhance their ability to obtain and remain in a job. Since most skill centers are funded wholly or in large part by CETA, the students must meet CETA eligibility criteria. The organizational structures of college-associated skill centers and advantages of locating skill centers in colleges are discussed. Three case studies are presented that demonstrate varied organizational structures for college skill centers, the range and types of programs and services, the types of participants served, and the geographic mix of institutions. (SW)

ED223181 HE015702

Keller, Patti J.; Reinmuth, Charles M.

Private Industry Councils and Higher Education: Opportunities for Success. Higher Education/CETA Project Monograph.

American Council on Education, Washington, D.C.
Spons Agency-Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
Pub Date Jul 82
Note-8p.; For related documents, see HE 015 695-703 and HE 015 723.
Available from-Higher Education/CETA Project, American Council on Education, One Dupont Circle, Suite 800, Washington, DC 20036.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Advisory Committees; Case Studies; *College Role; Cooperative Programs; Economically Disadvantaged; Education Work Relationship; Employment Programs; Federal Programs; Higher Education; Industry; *Job Training; Low Income Groups; Participant Characteristics; *Private Agencies; *School Business Relationship; Trainees; *Vocational Education; Work Attitudes
Identifiers-*Comprehensive Employment And Training Act; Higher Education CETA Project; *Private Industry Councils; Private Sector Initiative Programs

Barriers to employment faced by economically disadvantaged persons and programs, and services that have successfully dealt with some of the problems are described, based on the American Council on Education's Higher Education/Comprehensive Employment and Training Act (CETA) Project, which was supported by the Fund for the Improvement of Postsecondary Education. Title VII of the CETA legislation created the Private Sector Initiative Program (PSIP) to involve business and industry in the design, implementation, and assessment of CETA-funded training programs and services. The major program objective is to secure unsubsidized employment for disadvantaged workers. The program mandates the establishment of private industry councils (PICs), which evaluate local labor markets and training and job placement programs. There are indications that PICs are turning to higher education, especially community colleges, for training programs. Four-year colleges and universities are also involved in conducting research needed by local PICs, and often provide an array of occupational training programs and services. Based on case studies, interviews with employers, and interviews with current and previous CETA participants, needs of CETA participants and barriers to successful training, employment, and job retention are identified. It is suggested that in pre-employment training key learning activities should be integrated throughout all activities. Barriers include the following: low self-esteem, lack of acceptable work attitudes and behaviors, below-minimal levels in basic academic skills, and inadequate job search skills. Recommendations to PICs and to higher education are offered, and five case studies that outline education's involvement are presented. (SW)

ED223182 HE015703

Flynn, Marilyn L.

The Contribution of Higher Education to Employment and Training Programs: Patterns, Potential Benefits, and Constraints. Higher Education/CETA Project Monograph.

American Council on Education, Washington, D.C.

Spons Agency-Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Pub Date Jul 82

Note-11p.; For related documents, see HE 015 695-702 and HE 015 723.

Available from-Higher Education/CETA Project, American Council on Education, One Dupont Circle, Suite 800, Washington, DC 20036.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Role; Cooperative Programs; Economically Disadvantaged; *Education Work Relationship; *Employment Programs; Government School Relationship; *Higher Education; Industry; Job Training; Low Income Groups; Professional Continuing Education; Program Administration; School Business Relationship; *Shared Services; Staff Development; *Technical Assistance; Vocational Education

Identifiers-*Comprehensive Employment and Training Act; Higher Education CETA Project

Advantages to employment and training agencies from linkages with higher education are reviewed as part of the American Council on Education's Higher Education/Comprehensive Employment and Training Act (CETA) Project, which was supported by the Fund for the Improvement of Postsecondary Education. The most significant benefits obtained by agencies from work with higher education have been: access to qualitatively sound, existing resources; the public legitimacy and respect that programs associated with higher education enjoy; cost-effective services; and flexibility in selecting from a wide range of resources that most colleges and universities command. A typical pattern of involvement by two-year colleges includes provision of training programs for the disadvantaged and other supportive job-related services. Other lines of local activity by colleges and universities are administrative support services, including data processing, and labor market surveys. In addition, colleges have assisted with interagency coordination, and the continuing education divisions have been a source of technical assistance and staff training for local employment and training agencies. The principal purposes of cooperation between higher education and state employment and training programs include: development of information to support new policy or program initiatives; and support for implementation and further development of new technologies for training, program planning, or administration. Higher education has also developed and disseminated significant new knowledge about statewide and national issues in the human resources area. Examples of the types of work completed are briefly described. Historical, administrative, and philosophical barriers to linkage are considered, along with the potential for future cooperation. (SW)

ED223183 HE015704

Mauch, James E.

Studying Abroad: The Fundacion Gran Mariscal de Ayacucho.

Pub Date Mar 82

Note-25p.; Paper presented at the meeting of the Latin American Studies Association (Washington, DC, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students; Comparative Education; *Developing Nations; Energy Occupations; Engineering Education; Foreign Countries; *Foreign Students; Graduate Study; Higher Education; Human Resources; *International Educational Exchange; Program Administration; *Scholarship Funds; Sciences; Student Adjustment; *Study Abroad; Technical Education; Technological Advancement; Undergraduate Study

Identifiers-Fundacion Gran Mariscal de Ayacucho (Venezuela); *Venezuela

The Fundacion Gran Mariscal de Ayacucho, a large Venezuelan scholarship program that sends students to study in the United States and other countries, is discussed. Information on program objectives, issues, and problems was obtained from work with students at the University of Pittsburgh, the literature, program records, and interviews with foundation officials. The foundation administers a scholarship program to enable students to study abroad in areas of priority for the country, including the development of scientific and technological independence, the preparation of high quality scientists and technicians, and the development of the capacity to prepare technical personnel within Venezuela. Students are chosen to study in areas such as petroleum and petrochemicals, agriculture, the sciences, education, and engineering. Special attention is placed on recruiting scholars from low-income families and from the nonmetropolitan areas of Venezuela. By 1978 the program emphasized higher-level technical education and graduate education rather than undergraduate education. Among the problems that were encountered were: a lack of understanding of the nature of the U.S. liberal arts college; the U.S. system of accreditation and measures of quality; the different types of higher education and degrees; the relationship of the student's thesis with Venezuelan development needs; the quality of the relationship between the Venezuelan sponsoring agency and the student; Venezuelan students' feeling of isolation in the United States; placement in Venezuela after studying abroad; issues relating to educating undergraduates in Venezuela; revalidation of degrees and professional training; and preparation of students for overseas study. (SW)

ED223184 HE015705

Parelius, Robert James

College Professors: Their Work and Its Discontents.

Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Sep 82
Grant-NIE-G-81-0059
Note-213p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Biology; Business Administration Education; *College Environment; *College Faculty; Departments; *Educational Sociology; Enrollment Trends; *Faculty College Relationship; Higher Education; History; Institutional Characteristics; *Interprofessional Relationship; Organizational Theories; Peer Relationship; Political Science; Private Colleges; Scholarship; State Colleges; Student Teacher Relationship; *Teaching (Occupation); Teaching Conditions

Identifiers-*Collegiality

Basic problems associated with the role of college faculty, working conditions and situational adjustments, and interpersonal relationships are investigated. Unresolved problems and the social structural circumstances that generate and perpetuate them are also examined. The sociological literature regarding the potential problems in academic work is reviewed, and the results of surveying faculty in the fields of history, political science, biology, and business economics are examined. Four categories of problems are identified: professional, organizational, collegial, and client. Professional problems derive from the limitations of graduate training and professional organizations, while organizational problems stem from the fact that college professors are not free professionals, but employees who work within complex, formal organizations. Collegial problems arise because professors within departments, and sometimes between departments, are dependent upon one another. Client problems exist because professors must interact frequently and directly with students and because student opinions and actions may influence the professor's careers. Interviews were conducted and the Potential Problems Inventory was administered to faculty members from the four departments in both a private college and state college. Among the findings was that enrollment economics pose the most acute problem facing these college professors today. There appears to be a shift from the traditional academic ethos to a market ethos, which threatens the usual patterns of relationship between professor and the discipline, the college, the students, and colleagues. A bibliography, questionnaire, and interview schedule are appended. (SW)

ED223185 HE015706

Planning and Grants Committee, The Council for Higher Education [Israel]. Annual Report No. 8, Academic Year 1980/81.

Israel Planning and Grants Committee, Jerusalem.
Pub Date Mar 82
Note-43p.; English language version of Hebrew original.
Available from-Planning and Grants Committee, Council for Higher Education, P.O.B. 4037 Jerusalem 91040, Israel.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Accountability; *Advisory Committees; Agency Role; Budgets; *College Planning; Educational Facilities Planning; Educational Finance; Endowment Funds; *Financial Policy; *Foreign Countries; Government School Relationship; *Higher Education; Needs Assessment; Planning Commissions; Public Policy; Research; *Resource Allocation
Identifiers-*Israel

The academic year 1980-1981 annual report of the Planning and Grants Committee (PGC) of the Council for Higher Education in Israel is presented. The PGC is an independent body operating between the Israeli government and the national institutions on the one hand, and the institutions of higher education, on the other, in matters relating to allocations for higher education. The PGC submits budget proposals for higher education, has exclusive authority to make allocations to higher education institutions, and engages in planning for the higher education system. The PGC maintains close contact with the universities, in particular on matters such as budgets, financing, financial reporting, new academic units, and current problems. The official statement of the responsibilities of the PGC is presented, and members/officers and observers are identified. Contents include the Chairman's Review, the Director-General's Report, and supplementary data on budgets, enrollments, and degree recipients. During the 1980/81 academic year, the PGC examined and reassessed its method of dealing with the institutions of higher education. These institutions were placed in their appropriate budgetary frameworks; important changes were made in the channels through which funds are allocated; and detailed discussions were held on certain professions from the points of view of the national economy and higher education as a whole. Allocations to universities include funds for research, the physical development of schools, special projects, and the encouragement of investment in higher education (i.e., providing an incentive to invest donations in endowment funds). Details on the budget and short- and long-range planning are presented. (SW)

ED223186 HE015707

Chacon, Maria A.; And Others

Chicanas in Postsecondary Education.

Stanford Univ., Calif. Center for Research on Women.

Spons Agency-Ford Foundation, New York, N.Y.

Pub Date Jul 82

Note-232p.

Available from-Center for Research on Women, Stanford University, Stanford, CA

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Academic Achievement; Comparative Analysis; *Family Influence; *Females; Language Proficiency; Males; *Mexican Americans; Minority Groups; Peer Relationship; Postsecondary Education; *Sex Differences; Socioeconomic Status; *Student Adjustment; Student Attitudes; Student Characteristics; Student College Relationship; Student Evaluation; Student Problems; *Undergraduate Students

Identifiers-*Chicanas; Chicanos

Problem areas for the Mexican American female (Chicana) in higher education were investigated and compared to those of the Mexican American male (Chicano). A specific objective was to document the heterogeneity and complexity of the Chicana population and the corresponding variation in educational experiences. An executive summary and full report are presented on the findings of a 2-year study of undergraduates at five higher education institutions. Using multivariate analysis and path modeling, a great diversity in age, outside commitments, socioeconomic status, and English and Spanish language proficiency was found. The greatest contrasts were found between the private university and community college populations. Differences between males and females were identified in three areas: domestic responsibilities, parental support, and stress experienced. Academic ability, use of academic support services, friendships at school, involvement in campus activities, and immigrant status were also evaluated. The effects of instructor evaluation of written work on student effort were assessed, and the Chicano Reference Group Index, an attitudinal scale based on preferred ethnic self-identification terms, was administered. Students were found to vary widely in age, responsibilities for jobs and domestic roles, academic skills, and the amount of progress they were making toward timely completion of their programs. Special consideration is directed to students who work over 30 hours a week, women who devote many hours to domestic labor, and students who are experiencing academic difficulties. A bibliography, questionnaires, and an executive summary are appended. (SW)

ED223187 HE015723

Stoyanoff, Karen S.

Recognizing and Credentialing CETA Training. Higher Education/CETA Project Monograph.

American Council on Education, Washington, D.C.
Spons Agency-Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
Pub Date Jul 82
Note-8p.; For related documents, see HE 015 695-703.
Available from-Higher Education/CETA Project, American Council on Education, One Dupont Circle, Suite 800, Washington, DC 20036.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Apprenticeships; College Role; *Credits; *Educational Certificates; Education Work Relationship; *Employment Potential; Employment Programs; Employment Qualifications; Experiential Learning; Federal Programs; Higher Education; Industry; *Job Training; Proprietary Schools; School Business Relationship; Standards; Student Certification; Two Year Colleges; Vocational Education
Identifiers-*Comprehensive Employment and Training Act; Higher Education CETA Project

The problem of determining whether to award credit for training offered through the Comprehensive Employment and Training Act (CETA) program and what credentials to offer is addressed as part of the American Council on Education's Higher Education/CETA Project, which was supported by the Fund for the Improvement of Postsecondary Education. In addition to the option of awarding academic or nonacademic credit, some training programs lead to a licensing exam, or provide preparation for a General Education Diploma. A certificate of completion may be awarded to indicate that the individual has studied and mastered a body of content, such as auto mechanics or English, for a given length of time. There are also programs such as apprenticeships and proprietary school training. Most of the studies relating to the credentializing of CETA training indicate that a credential for training or education is generally considered valuable, particularly for employment. In some instances, it is the credential, not the training or skills, that determines employment. In the case of the participants, the awarding of credit is seen by some CETA staff as a possible motivator and source of self-esteem. Many employers feel that academic credit for training indicates some qualities important to successful employment, including dependability and staying with a project until completion. Generally, academic credit seems to be most valuable if it leads to a degree or diploma. The problem of establishing credit for training offered by community-based organizations and other barriers to awarding academic credit are reviewed, along with examples of successful credit-awarding programs. It is noted that a record of credentials may be important in 5 or 10 years for verification of the CETA participant's training. (SW)

ED223188 HE015736

Higher Education Prices and Price Indexes: 1981 Update.
Research Associates of Washington, DC.
Pub Date Sep 81
Note-4p.; The 1981 Update is similar to one published in "Business Officer," October 1980. Fiscal Year updates available each fall, e.g., FY82 HEPI available Fall 1982.
Available from-Research Associates of Washington, Box B, 2605 Klingle Rd., N.W., Washington, DC 20008 ($35.00, annually).
Document Not Available from EDRS.
Descriptors-Compensation (Remuneration); *Cost Indexes; Economic Change; Equipment; *Expenditures; *Higher Education; Inflation (Economics); Nonprofessional Personnel; Professional Personnel; Research; Salaries; School Funds; Services; Trend Analysis; Wages
Identifiers-*Higher Education Price Index; *Research and Development Price Index; Sponsored Research

Higher Education prices and price indexes for fiscal years 1979-1981 are presented, with narrative explanation. A price index series measures the effects of price change on a fixed group of items. The change in price index values from year to year may be interpreted as the change in dollars required to offset the effects of inflation in buying the same kinds and amounts of goods and services previously purchased. Regularly published price indexes include projecting expenditure levels and determining whether spending keeps pace with price level changes. The Higher Education Price Index (HEPI) measures average changes in prices of goods and services purchased by colleges through current-fund educational and general expenditures. Sponsored research and auxiliary enterprises are not priced by the HEPI. The HEPI is based on the prices (or salaries) of faculty and of administrators and other professional service personnel, nonprofessional personnel, and contract services. HEPI data for personnel compensation, contracted services, supplies, and equipment are presented, along with comparable data for the Research and Development Price Index, (R&DPI), which measures changes in prices of goods and services bought by universities through current direct expenditures for sponsored research. Data are presented on subindexes of wages and salaries of various types of nonprofessional and professional personnel used for the HEPI and R&DPI, fiscal years 1971-1981. In addition, subindexes of various contracted services used for the HEPI and R&DPI are provided. Annual percentage changes for the price indexes are included. (SW)

ED223189 IR010252

Hofstetter, Fred T.

Sixth Summative Report of the Office of Computer-Based Instruction.

Delaware Univ., Newark.
Pub Date 1 Jul 81
Note-212p.; For related documents, see ED 202 472-473. OCBI formerly known as the Delaware PLATO Project. Charts may be marginally legible due to small print.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Computer Assisted Instruction; *Computer Oriented Programs; Computer Programs; Departments; Higher Education; Instructional Design; *Instructional Systems; Intellectual Disciplines; *Program Development; Questionnaires; *Universities; Use Studies
Identifiers-*PLATO; *University of Delaware

This summary of developments and activities at the University of Delaware Office of Computer-Based Instruction (OCBI) during 1980-1981 includes: (1) a detailed account of the history and development of OCBI which covers background information, utilization rates, the organization of OCBI, the OCBI courseware development process, OCBI publications, the training of OCBI users, OCBI participation in the Association for the Development of Computer-Based Instructional Systems (ACDIS), and the development by OCBI of peripheral devices for instructional purposes; (2) a set of descriptions of the activities undertaken by individual academic departments and offices at the University of Delaware which make use of computer-based instruction; (3) descriptions of the computer-based instructional services provided by OCBI to users outside of the University of Delaware; and (4) a description of the internal research and evaluation efforts undertaken by OCBI, including summaries of OCBI research projects concerned with student achievement, perceptual processes, alternative learning strategies, research tools, and organizational assessment. Included in the text of the report are 6 data table and 117 figures. A catalog of instructional, research, and utilities programs under development by OCBI is appended. (JL)

ED223190 IR010435

Coover, Robert W.

In Search of Bibliographic Control for Instructional Motion Picture Films.

Pub Date May 81

Note-107p.; Master's Thesis, San Jose State University.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Cataloging; *Film Libraries; *Filmographies; Films; *Instructional Films; *Library Catalogs; Library Role; *Library Standards; Literature Reviews

This historical study report describes phases in the development of applicable standards for cataloging instructional motion picture films. Steps leading to the present state of the art are objectively presented, focusing on standards developed to establish bibliographic control of instructional motion picture films, contemporary reaction to such standards, problems relating to these standards, and recurring problems with these standards that may be objectively stated. Historical efforts to establish bibliographic control of instructional motion picture films through establishment of standards for detailing bibliographic information are traced, emphasizing bibliographic elements and arrangement of these elements in a prescribed order. Five chapters include (1) the problem statement and terms definitions; (2) components of bibliographic control, specifically cataloging components and terminology; (3) motion pictures and pre-World War I cataloging records; (4) post-World War II bibliographic control; and (5) summary and conclusions. An extensive, eight-page reference list completes the report. (Author/LMM)

ED223191 IR010442

Dwyer, Francis M.

A Futuristic Projection for the Program of Systematic Evaluation.

Pub Date May 82

Note-5p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Data Collection; Experimental Programs; *Instructional Materials; *Media Research; *Media Selection; *Research Design; Research Methodology; Research Projects; Research Reports; *Visual Aids; *Visual Learning

Identifiers-*AECT Research and Theory Division Meeting; Research Summaries; Stimulus Characteristics

The program of systematic evaluation of variables associated with visual learning was initiated in 1965 to investigate the impact of variables linked to effective, efficient use of instructional visual materials. A prototype experimental package, containing a specific unit of cognitive content, learner achievement objectives, four individual criterion tests, and a 2000-word instructional script, was developed to ensure generalizability and continuity among the different studies. Conclusions based on results of over 100 published studies using the materials have indicated that present methods of selecting and using visual materials are ineffective and wasteful, and that visualization of instruction is often no more effective than the same instruction without visualization. Specifically, the use of visual materials to complement oral/print instruction is not equally effective in all instructional environments, and their effectiveness is primarily dependent on such variables as the amount of realistic detail provided, method of use (externally or self-paced), learner characteristics, type or level of educational objectives, attention-focusing devices, and achievement test format. Because of a need for guidelines leading to effective use of visualization in education, research with the program will continue. (LMM)

ED223192 IR010443

Angert, Jay F.; Clark, Francis E.

Finding the Rose Among the Thorns: Some Thoughts on Integrating Media Research.

Pub Date May 82

Note 10p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Illustrations; *Information Retrieval; *Instructional Materials; Literature Reviews; *Media Research; *Pictorial Stimuli; Research Methodology; Research Reports; Search Strategies; Statistical Analysis; *Visual Aids; Visual Learning

Identifiers-*AECT Research and Theory Division Meeting; *Meta Analysis; Research Summaries; Stimulus Characteristics

A meta-analysis procedure was used to review research on pictorial effectiveness which focused on the use of static iconic visuals in instructional materials. The purpose of this exploratory study was to provide a means for forming future hypotheses based upon a quantitative aggregation of past research. The study was concerned with differential instructional effectiveness, as measured by cognitive dependent outcomes attributable to illustration iconicity. Both automated information retrieval and manual search procedures of selected indices and references were used to identify a final sample pool of 121 data sets. Four major variables--illustrations, pacing, grade level, and achievement--and five physical attributes of treatment illustrations--production, shading, context, embellishment, and chroma--were coded. A jackknife technique was used to average 2,607 effect-size values across all studies and all variables. Results showed that illustrated treatments were more effective than verbal treatments, illustrations were most effective with secondary students, and externally paced illustrations were more effective than internally paced illustrations; color illustrations were more effective than black and white. (LMM)

ED223193 IR010444

Arnold, Thomas C.; Dwyer, Francis M.

The Instructional Effect of Stimulus-Explicitness in Facilitating Student Achievement of Varied Educational Objectives.

Pub Date May 82

Note-7p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cues; *Instructional Materials; Media Research; *Pictorial Stimuli; *Visual Aids; *Visual Learning; *Visual Perception

Identifiers-*AECT Research and Theory Division Meeting; *Stimulus Characteristics; Stimulus Complexity

In order to investigate the relative effectiveness of specific media attributes on student performance on criterion tests, a comparison was made of the effectiveness of two levels of stimulus explicitness in visuals in facilitating student achievement on criterion tests of knowledge, comprehension, and total understanding. Subjects were 171 students possessing two different levels of entering behavior. The two-way ANOVA procedure was used to investigate the existence of interaction between entering behavior and level of stimulus explicitness. Results indicated that a significant relationship existed between entering behavior and performance on post-criterion tests; no relationship existed between stimulus explicitness and achievement on the criterion tests; and insignificant interactions were found to exist between entering behavior and instructional treatment. This study was designed to evaluate the predictability of Salomon's theory of stimulus explicitness, which attempts to present an understanding of how the use of media affects learning. Seven references are listed. (Author/LMM)

ED223194 IR010445

Berry, Louis H.

An Exploratory Study of the Relative Effectiveness of Realistic and Non-Realistic Color in Visual Instructional Materials.

Pub Date May 82
Note-7p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Audiotape Recordings; College Students; Cues; Higher Education; Instructional Materials; Intermode Differences; Media Research; *Realism; *Slides; *Visual Learning; *Visual Stimuli
Identifiers-*AECT Research and Theory Division Meeting; *Color Stimuli; Stimulus Complexity; Visual Representation

In order to compare the instructional effectiveness of realistic and non-realistic color cueing on visualized instruction, an instructional unit on the human heart, using slides and an audiotape, was presented to 244 college students. Four treatment groups received the same oral presentation, with the addition of different types of visual illustration--black and white shaded drawings, realistic color drawings, or non-realistic color drawings--for the three remaining groups. Both immediate acquisition and delayed retention effects were examined. The realistic color group was found significantly superior to the non-illustrated group. Results showed that different materials were not equally effective in facilitating achievement. Although the relative number of visual cues, or visual complexity, was held constant across color treatment, achievement differences favored the realistic color group. Facilitative effects of visual materials on learning disappeared after 6 weeks. An eight-item bibliography is provided. (LMM)

ED223195 IR010446

Canelos, James

A Psychological Rationale for the Experimental Application of the Dwyer Stimulus and Criterial "Materials in Instructional Theory Research."

Pub Date May 82

Note-7p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Audiovisual Aids; Educational Research; *Instructional Materials; *Research Design; Research Methodology; *Research Problems; Research Projects; Slides; *Validity; *Visual Aids; Visual Learning

Identifiers-*AECT Research and Theory Division Meeting; *Stimulus Characteristics

The primary research problem confronting many experimental researchers is finding valid stimulus (instructional) and criterial (testing) materials that operationally fit their hypotheses. Five experimental studies have been completed, and two are in progress, using the Dwyer instructional materials to address the problem of finding valid instructional materials that are typical of classroom learning experiences and can be operationally defined in specific psychological terms. Studies used instructional slide tape programs of three types: (1) line drawings with a colored background; (2) illustrations in color; and (3) realistic photographs in color. All of these can be operationally defined as having an effect on abstraction because of the difference between relevant and irrelevant information contained in each set. The Dwyer criterial materials can be operationally defined in specific information-processing terms also, with the drawing test considered a spatial-learning and list-learning task, the terminology test either a simple or conjunctive concept-learning task, and the comprehension test either a complex or relational concept-learning task. The Dwyer materials have been found effective and valid for use in these research studies. (LMM)

ED223196 IR010447

Chezik, Mary Ann; Dwyer, Francis M.

The Effects of Review and Practice Techniques on Learning from Prose Material.

Pub Date May 82

Note-8p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Advance Organizers; College Students; Higher Education; *Instructional Materials; Intermode Differences; *Learning Activities; *Retention (Psychology); *Review (Reexamination); *Study Guides; Time Factors (Learning)

Identifiers-*AECT Research and Theory Division Meeting

The effects of intervening synthesis/review sheets, periodic practice worksheets, a combination of review and practice, and an advance organizer on learning from prose text were investigated. Using 161 college students as subjects, the study increasingly added learner activities to an instructional unit (Lamberski's revised edition of the Dwyer heart materials) to determine their effect on achievement. The short unit-introduction statement was replaced with an advance organizer containing general orienting information, educational objectives, and a preview of posttest question types. Initial analysis showed no significant differences among treatment groups, and increased time spent on learning activities did not correspond to increased achievement. A related study providing scores on the same prose/test arrangement without an extended advance organizer and another study identifying problems with the original Dwyer text provided a basis for further analysis. Results suggest that the pre-set that the subjects received with additional information in the advance organizer introduction made a difference in learning and storage of the material for testing. It was concluded that difficult or detailed concept learning may require more planned instructional activity (such as review and practice) than reading a text or viewing a visual. (LMM)

De Melo, Hermes Teixeria; Dwyer, Francis M.
A Multifactor Analysis of the Instructional Effect of Type of Instruction, Testing, Recall and Order of Testing.
Pub Date May 82
Note-6p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students; Educational Research; Higher Education; Illustrations; Instructional Materials; Intermode Differences; *Recall (Psychology); *Test Format; Verbal Tests; *Visual Aids; *Visual Learning; *Visual Measures
Identifiers-*AECT Research and Theory Division Meeting; Stimulus Characteristics

This study investigated the effects of (1) verbal instruction alone vs. verbal instruction complemented by simple line drawings; (2) visual testing vs. nonvisual testing; (3) verbal cueing vs. free recall on achievement; and (4) order of testing on subsequent achievement. Interactions among type of instruction, type of testing, and order of testing were also examined. The 151 undergraduate subjects were instructed with varied combinations of visual and nonvisual versions of the Dwyer instructional materials. Visuals did improve identification and comprehension achievement, with effects retained after 2 weeks. Achievement was higher on the immediate but not the delayed nonvisual test for terminology, comprehension, and composite scores than on the nonvisual version. The order of the drawing test administration had no effect. However, drawing test performance was significantly better for students who had previously taken the visual achievement test. An interaction among visual instruction, the nonvisual test, and the administration of the drawing test before the achievement test was revealed for the immediate identification test. Interactions among visual instruction, the visual test, and the drawing test after achievement test were found for both the delayed total criterion test and the immediate drawing test. (LMM)

Grabowski, Barbara

A Symposium: Relevant Cue Research, a Program of Systematic Evaluation: Considerations for Sustaining Instructional Design Research Using an Integrated Learning System.

Pub Date May 82

Note-9p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Computer Assisted Instruction; *Input Output Devices; *Instructional Design; Instructional Materials; *Media Research; *Research Methodology; Research Needs; Research Projects; Videodisc Recordings; Visual Learning

Identifiers-*AECT Research and Theory Division Meeting; *Intelligent Videodisc Systems

An intelligent videodisc system on which comprehensive instructional development research can be conducted has been developed. This integrated learning system combines all other existing media, except objects, using a videodisc, microcomputer, printer, single monitor, hard disc storage with CPU for random access digitized audio, and headphones. The system components can provide stills or motion with any variation of realism, two audio tracks, any computer-based instruction feature, hard copy, a high-resolution color display, and a touch screen. Future research can combine design attributes not possible or easily done before, including the combination of realism levels on one visual, complex cueing strategies, and realism combined with a touch screen. A systematic research approach to the identification of effective instructional design techniques is needed and is now possible by varying the videodisc system design features. Dwyer's heart materials would be useful in such research, because they incorporate different levels of objectives and visual abstraction to enhance instruction. Dwyer's model identifying the types of complexities associated with abstraction level in visuals, modified to account for visual learning processes, combined with the heart materials and the videodisc system would allow complex investigations. (LMM)

ED223199 IR010450

Jennings, Thomas; Dwyer, Francis M.

The Effect of Varied Visual Cueing Strategies in Facilitating Student Achievement on Different Educational Objectives.

Pub Date May 82

Note-7p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students; *Cues; *Difficulty Level; Higher Education; *Illustrations; Instructional Materials; Intermode Differences; Pictorial Stimuli; *Visual Aids; *Visual Learning

Identifiers-*AECT Research and Theory Division Meeting; *Stimulus Characteristics; *Stimulus Complexity

The effectiveness of elaborate visual cueing and reduced step size (i.e., increasing the number of visual cues) in facilitating student achievement on different instructional tasks was examined. The hypothesis proposed that instructional treatments utilizing reduced step size and elaborate visual cueing alone and in combination would be superior to treatments using larger step size and simple visual cueing. Parts of Dwyer's instructional materials were modified and used with varying degrees of visual cueing. Simple visual cues employed were static position indicators. Dynamic-process arrows, motion indicators, and shading were used as elaborate cues. Immediate and delayed posttests were administered to 92 university students in four treatment groups, following self-paced interaction with assigned instruction presentations. Results showed that visual step size affected achievement on certain criterion tasks. Selective reduction of visual step size had an overall facilitative effect on immediate learning and on the individual drawing task, but effect was maintained only on the drawing test. Instructional treatments differing only in degree of visual cueing used were equally effective. No advantage was gained in visualized instruction by using elaborate visual cueing. Ten references are listed with this research report. (LMM)

ED223200 IR010451

Joseph, John H.; Dwyer, Francis M.

The Instructional Effectiveness of Integrating Abstract and Realistic Visualization.

Pub Date May 82

Note-5p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Health Education; Illustrations; Instructional Materials; Intermode Differences; *Pictorial Stimuli; *Realism; Secondary Education; Secondary School Students; *Visual Aids; *Visual Learning

Identifiers-*AECT Research and Theory Division Meeting; *Stimulus Characteristics

The instructional effectiveness of integrating abstract and realistic visualization was studied using five types of visualization, three levels of general ability and two modes of instruction. The dependent variable was performance on a four-part criterion test representing five different types of instructional objectives, which was administered as both an immediate and a delayed posttest. Subjects were 490 10th grade public school students enrolled in coeducational health classes. Half of the subjects received self-paced written instruction and half received externally paced instruction by an audiotape recording with visuals in booklet form. Instruction included either simple line drawings, realistic color photographs, both line drawings and color photographs, hybrid illustrations of realistic photographs and line drawing segments, or no visuals. Results indicate that the integration of abstract and realistic visualization does not appear to improve effectiveness generally. However, it may enhance externally paced instruction and may reduce achievement differences between students of varied ability, particularly when both types of visualization are presented together. Inclusion of realistic visualization can enhance instruction, while inclusion of abstract visualization should be based on consideration of pacing, general ability, and type of instructional objectives. (LMM)

ED223201 IR010452

Lamberski, Richard J.

The Instructional Effect of Color in Immediate and Delayed Retention.

Pub Date May 82

Note-5p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Autoinstructional Aids; College Students; Color; Higher Education; *Instructional Materials; Intermode Differences; *Learning Processes; Media Research; *Pictorial Stimuli; Retention (Psychology); *Test Format; Visual Learning

Identifiers-*AECT Research and Theory Division Meeting; *Color Stimuli

The effect of verbal and visual (color or black/white) coding strategies in self-paced instruction and test materials in facilitating student retention on different cognitive tasks was studied. The 176 college student subjects received instruction and testing using varied combinations of color or black/white materials. Instructional materials were a self-paced learning booklet with simple line drawings, word labels, and prose text on the human heart. Self-paced test materials measured four cognitive knowledge tasks. Color-coded, self-paced presentation materials were superior to black/white presentation materials on both immediate and delayed posttests; however, color presence in evaluation materials did not affect achievement. The effectiveness of color-coded instructional materials may result from the sustained student attention and content interaction they demand and the enhanced associative memory structure they provide. Color-coding had a more positive impact on visual than on verbal task tests. Recall decline from immediate to delayed retention testing was similar for both color-coding and black/white instructional groups. (LMM)

ED223202 IR010453

McBride, Susan D.; Dwyer, Francis M.

The Effect of Organizational Chunking and Retrieval Strategies in Facilitating Learning and Recall of Cognitive Learning Tasks.

Pub Date May 82
Note-7p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students; *Efficiency; Higher Education; *Instructional Design; Instructional Materials; Intermode Differences; *Learning Processes; *Recall (Psychology); Retention (Psychology); *Time Factors (Learning)
Identifiers-*AECT Research and Theory Division Meeting; *Chunking; Organizing Strategies

Content organization and its effects on prose learning were the focus of this study. Organizational chunking during the encoding or reading interval with an instructional booklet and batched postquestions during the retrieval period (including all events between initial learning and the retention test) were used with 112 university students to determine the effectiveness and efficiency of experimenter-imposed organization utilizing these encoding and retrieval strategies. Major findings indicated that chunked treatment resulted in a more efficient learning strategy than the conventional treatment. Neither treatment, however, produced different learning outcomes as measured by postquestion identification and terminology testlike trials. Nor, at least on the comprehension test, did one encoding strategy prove more effective than the other. The intervening postquestion retrieval strategy did not improve comprehension test performance; however, subjects who received the intervening postquestion strategy took significantly less time to complete the performance measure than those who received the non-intervening treatment. Time, therefore should be considered an important variable in optimizing learning within the information-processing framework. Seventeen references are included. (LMM)

ED223203 IR010454

Nesbit, Larry L.

Eye Movement as an Index of Learning.

Pub Date May 82

Note-7p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Eye Fixations; Eye Movements; Illustrations; *Intelligence; Media Research; *Novelty (Stimulus Dimension); *Pictorial Stimuli; Realism; Visual Aids; *Visual Learning

Identifiers-*AECT Research and Theory Division Meeting; *Stimulus Complexity

The relationship between cognitive activity, achievement, and the number of eye fixations used by a learner in viewing visuals was examined. Past research has shown a positive correlation between learning and number of eye fixations and indicated that both the stimulus materials themselves and the viewer's intelligence level may influence viewing behavior. Complexity and novelty of stimulus have also been previously studied, with contradictory results. The present study used an unobtrusive eye movement measuring system to record the number of eye fixations when subjects were shown either line drawings, shaded drawings, or realistic photographs. Results, based on immediate posttesting, support previous findings that (1) a relationship exists between the number of eye fixations and internal cognitive activity; (2) novelty is an important factor in viewing visuals; and (3) the intelligence level of the subject influences the number of eye fixations. Additional research is needed to determine whether and how different types of visuals influence eye movements. This research study report includes 17 references. (LMM)

ED223204 IR010455

Parkhurst, Perrin E.

Level of Reading Comprehension and Achievement with Visualized Instruction.

Pub Date May 82

Note-10p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Audiovisual Aids; *Autoinstructional Aids; Instructional Design; Instructional Materials; Intermode Differences; Media Research; *Pictorial Stimuli; Programed Instructional Materials; *Reading Ability; Reading Comprehension; Realism; *Visual Learning

Identifiers-*AECT Research and Theory Division Meeting; *Stimulus Complexity

The influence on learning of visuals accompanying self-paced text materials was investigated for students of varied reading comprehension ability levels. The use of varied degrees of realism and media presentation formats in facilitating learning on specific tasks was examined in order to clarify previous research, and to provide specific presentational guidelines for instructional designers considering a self-paced format. Programmed booklets with varied numbers of periodic review questions and answers and an additional audiotape were used to represent three levels of media presentation. Four levels of visual realism were studied: (1) no visuals; (2) line drawings; (3) shaded, detailed drawings; and (4) realistic pictures. Three levels of reading comprehension were identified for the 332 subjects. Visualization did not automatically result in improved achievement on different educational tasks for students of different reading comprehension abilities. The studv demonstrated that individuals achieve at a different level of performance depending on the method of instructional presentation, the type of visuals accompanying printed instruction, and the level of reading comprehension. Further studies are necessary to provide the basis for detailed guidelines for developing self-paced visualized instruction. (LMM)

ED223205 IR010456

Roberts, Dennis M.

The General Impact of the Dwyer Materials on the Acquisition and Retention of Information about the Heart.

Pub Date May 82

Note 10p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Audiovisual Aids; *Autoinstructional Aids; College Students; Cues; Higher Education; *Instructional Materials; Media Research; Research Design; *Research Methodology; Retention (Psychology)

Identifiers-*AECT Research and Theory Division Meeting; Color Stimuli; Research Summaries; *Stimulus Characteristics

The effectiveness of the Dwyer heart materials in facilitating learning and retention of information related to the heart under normal research conditions was investigated. Previous studies have focused on the manipulation of stimulus dimensions and not the effectiveness of the materials themselves. Data from three previous studies were compared and analyzed: (1) Lamberski's examination of effects of color coding; (2) Jennings's study of cue elaborateness and step size; and (3) Parkhurst's examination of the material's self-pacing nature. Results showed a large difference in pretest and immediate posttest values, indicating that the Dwyer materials were not maximally effective. Groups showed substantial loss between immediate and delayed retention testing. Even at the delayed testing, however, performance was substantially better than at the pretests. Data across the three studies were quite similar. The initial gain and delayed retention demonstrate that the heart instructional booklets are effective, especially under the experimental conditions in which they have been used. Three tables for data comparison and four references are provided. (LMM)

Wise, Richard E.

The Differential Employment of Cognitive Skills as a Function of Increasing Iconic Stimulus Complexity.

Pub Date May 82

Note-7p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Audiovisual Aids; *Cognitive Processes; Cues; Illustrations; Instructional Materials; Media Research; *Pictorial Stimuli; *Realism

Identifiers-*AECT Research and Theory Division Meeting; *Field Independence; Iconic Comparison; Stimulus Complexity

This study investigated the cognitive processes involved in picture interpretation as pictorial realism (i.e., iconic stimulus complexity) increases. Variables influencing cognitive efficiency in picture interpretation were analyzed, particularly field independence and ideational fluency. Field independence is the extent to which a surrounding framework dominates imbedded item perception, and ideational fluency is the divergent production of semantic units, a determinant of the way an observer uses pictorial stimulus cues to direct categorizing. Stimulus materials based on those of Dwyer included an audiotaped script, edited and with additional prompts, and 37 slides. Results suggest that field independence and ideational fluency are important cognitive skills in pictorial stimuli interpretation. (Field independence is primarily an evaluative, analytic, problem-solving skill, rather than a perceptual disembedding skill.) As stimulus complexity increases, different psychological processes are involved in their interpretation, depending somewhat on the learning task. Support for the superiority of the simple line drawing over the realistic photograph treatment was provided by this study, which is consistent with the results of previous research. Twelve references are cited. (LMM)

ED223207 IR010458

Yacobacci, Patricia M.

Evaluation: Boundary Identification in the Non-Linear Special Education System.

Pub Date May 82

Note-15p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Environment; Educational Planning; *Evaluation Methods; *Evaluation Needs; Hearing Impairments; Mainstreaming; Models; Program Evaluation; *Special Education; Special Education Teachers; *Systems Approach

Identifiers-*AECT Research and Theory Division Meeting; Variables

The evaluation process within special education, as in general education, most often becomes one of data collection consisting of formal and informal tests given by the school psychologist and the classroom instructor. Influences of the complex environment on the educational process are often ignored. Evaluation factors include mainstreaming, instructors, materials, curricula concerns, and common needs. A model for organizing and managing educational data is needed which will go beyond the clinical perspective into an overview and boundary identification of the variables and their interactions within the educational environment. A systems theory approach can be used to identify these variables to determine the boundaries that define the system. Formal approaches to system boundary identification in special education have been studied by Clark and Yacobacci (1978), based on Forrester's DYNAMO technique. Their model focused on determination of critical elements providing academic success and social information for mainstreamed hearing-impaired students. The classroom instructor does not have the time or facilities to pursue systems thinking and boundary identification so rigorously. However, the concept of systems thinking and design for special education evaluation procedures is supported. A focus away from the strict clinical model of evaluation is needed. An eight-item bibliography is included. (Author/LMM)

ED223208 IR010459

Alter, Mark

Evaluation Parameters for a Special Education Instructional System: The Six-S Paradigm.

Pub Date May 82

Note-13p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Decision Making; Elementary Secondary Education; *Individualized Education Programs; Individualized Instruction; Instructional Development; *Mainstreaming; *Program Evaluation; Research Design; Research Methodology; *Research Needs; Special Education Teachers; *Systems Analysis; Teacher Role

Identifiers-6 S Paradigm; *AECT Research and Theory Division Meeting; Education for All Handicapped Children Act

A major problem in mainstreaming and implementation of Public Law 94-142 has been in establishing evaluation criteria to determine appropriate learning environment placement. Providing appropriate education in the least restrictive environment is primarily the classroom teacher's responsibility, requiring decision-making based on these questions: (1) What am I doing?, (2) Why am I doing it?, and (3) How do I know what I am doing is effective? To guide this decision-making, the 6-S paradigm was developed as a model for representing an instructional system, permitting teachers to reduce instructional systems complexities and develop programmatic solutions. The paradigm's components include (1) Someone--the classroom manager; (2) Something--the content of instruction; (3) Somebody--the student; (4) Somehow--the strategies and tactics for guiding learning; (5) Somewhere--the learning environment; and (6) Sometime--time-relevant factors including scheduling, pacing, and readiness. Using the paradigm as a framework, teachers can generate questions affecting program implementation and development decisions. A major problem in answering these questions is student and delivery-system variability. A teacher-directed rather than a teacher-related research model approach to answering 6-S questions is needed. (LMM)

ED223209 IR010460

Goldstein, Marjorie T.

Curriculum: The Keystone to Instructional Planning in Special Education.

Pub Date May 82
Note-13p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Design; *Curriculum Development; Curriculum Problems; Disabilities; Elementary Secondary Education; *Individualized Education Programs; Individualized Instruction; Instructional Development; Long Range Planning; Mainstreaming; School Districts; *Special Education
Identifiers-6 S Paradigm; *AECT Research and Theory Division Meeting; Education for All Handicapped Children Act; Individually Prescribed Instruction

Curriculum is an essential element in Individualized Education Program (IEP) development, which has often been left to special education teachers unequipped for the task. A lack of district-wide curriculum foundations leads to haphazard decision-making. Teachers have often relied on their own content biases, speculations, and standardized tests for evaluation. Curriculum projects and models do exist and need to be implemented districtwide to form a common curriculum base. The 6-S paradigm differentiates the instructional process so that constituent elements may be examined independently before their interaction is studied. In this model, someone teaches something to somebody, somehow, somewhere, sometime. Such models are necessary because teachers need to use curriculum as an objective means for evaluating and adapting instruction based on ongoing assessment of student progress. They also need to provide instruction that is integrated across subject areas, allowing students to build a knowledge base for future learning. Special education programs need to provide continuity through a developmental and relevant progression of content. A 17-item bibliography is included. (LMM)

ED223210 IR010461

Bridges, Nicholas

Development of Aural Perception of Selected Percepts of Musical Form Utilizing Programed Instruction.

Pub Date May 82

Note-10p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Audiovisual Instruction; *Autoinstructional Aids; Education Majors; *Individualized Instruction; Intermode Differences; Media Research; Music Appreciation; *Music Education; *Programed Instruction; *Programed Instructional Materials

Identifiers-*AECT Research and Theory Division Meeting; *Musical Analysis

The relative effectiveness of teaching methods using programmed instructional materials to teach musical percepts--phrase, theme, introduction, interlude, coda, binary form, ternary form, and rondo form--was studied. The 124 undergraduate elementary education majors used as subjects were found to be similar in aural perception, length of musical training, and attitudes toward listening. Subjects were assigned to either the control group or one of the two experimental groups. A 13-lesson unit of self-paced, programmed, audiotaped materials was used. One experimental group used the materials independently, while another used the same programmed materials in a whole-class setting with a music teacher using the same script and programmed examples. Both groups used workbooks containing objectives, reinforcement of visual information, and space for student responses. On both immediate and delayed posttests, teacher-presented, whole-class programmed lessons in audiotape format were significantly more effective in developing discrimination of musical form than the same lessons used in an individualized setting. The variable length of prior musical experience considered alone and in combination had no significant effect, and no attitude shift was observed. Both experimental groups scored significantly higher on posttest and retention tests. Further research in musical percepts and methods is necessary. (LMM)

ED223211 IR010462

Canelos, James

Acceptance Presentation and Research Study Summary: Research in Educational Communications and Technology. 1982 Association for Educational Communications and Technology Young Researcher Award, Research and Theory Division.

Pub Date May 82

Note-20p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes; Educational Research; Epistemology; Learning Processes; *Mnemonics; Pictorial Stimuli; *Retention (Psychology); Visual Aids; *Visualization

Identifiers-*AECT Research and Theory Division Meeting; Encoding (Psychological); Encoding Processes; *Learning Strategies; Stimulus Complexity

An internal cognitive variable--mental imagery representation--was studied using a set of three information-processing strategies under external stimulus visual display conditions for various learning levels. The copy strategy provided verbal and visual dual-coding and required formation of a vivid mental image. The relational strategy combined dual-coding with a peg-mnemonic memory procedure involving a set of pre-formed images. The hierarchy strategy combined the processing advantages of the other two strategies but involved encoding new information into a logical taxonomy. Visual stimulus complexity was examined using the visual portion of three slide-tape instructional presentations on the human heart, containing either line drawings, detailed color illustrations, or realistic photographs. Although all three strategies used imagery representations as an information-processing mode, they varied in the amount of cognitive organization imposed on encoded data. The hierarchy strategy resulted in the most effective learning, while the relational strategy was slightly superior to the copy strategy. The simple visual display was the most effective and efficient. (LMM/Author)

ED223212 IR010463

Canelos, James; And Others

Content Independent Learning Strategies and Their Relative Effectiveness on Acquiring Concept Information and Spatial Information When Learning from Visualized Instruction.

Pub Date May 82

Note-14p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Audiotape Recordings; *Cognitive Processes; College Students; Concept Formation; Higher Education; Intermode Differences; *Mnemonics; Pictorial Stimuli; *Retention (Psychology); *Rote Learning; Slides; Spatial Ability; *Visualization

Identifiers-*AECT Research and Theory Division Meeting; Encoding Processes; *Learning Strategies

Two content-independent learning strategies were evaluated to determine their effectiveness in facilitating learning on two types of information-processing tasks, spatial learning and concept learning. The network strategy used imagery with a peg-mnemonic and a hierarchical retrieval system, while the rote strategy elicited a stimulus-response type of learning. A slide-tape instructional program on the human heart was used with 60 college students. The slides used either line drawings with a color background or illustrations in color. Subjects were trained in the use of their strategy by the instructor and they practiced with training slides. The network strategy was more effective for later performance with a concept-learning task. However, the rote strategy did not differ significantly from the network strategy, indicating that even a low-level information-processing strategy is better than no strategy. The network strategy provided learners with an information-processing advantage by allowing more effective information encoding for later retrieval for the spatial learning task. The rote learning strategy apparently acted much like the learners' idiosyncratic learning strategies in the control group. Results imply that learners can benefit from learning strategies of a content independent nature. (Author/LMM)

ED223213 IR010464

Carrier, Carol; Melvin, Karla

Linking Teacher Theories to Teacher Practices.

Pub Date May 82
Note-42p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Classroom Observation Techniques; *Cognitive Style; Curriculum Design; Dental Schools; Interviews; Medical School Faculty; Questionnaires; Student Characteristics; *Teacher Behavior; *Teacher Role; Teaching Methods; *Teaching Styles
Identifiers-*AECT Research and Theory Division Meeting; Classroom Observation Instruments; Learning Style Inventory; Teaching Style Q Sort

This study examined the relationship of teaching style orientation, expressed perceptions of the teaching-learning process, actual classroom behavior, and learning styles of six full-time faculty in a dental auxiliary program at a large teaching institution. Data collection instruments used to assess this relationship included the Teaching Style Q-Sort, an interview protocol, classroom observations modified from Goldhammer's note-taking procedure, and the Learning Style Inventory. The subjects' teaching styles were identified as either social interaction, information processing, personal, or behavior modification. According to learning style, 163 dental hygiene students were categorized as either accommodators, assimilators, convergers, or divergers. Results showed a positive relationship between teachers' perceptions of their teaching style and their classroom behaviors. No relationship was determined for the teaching style and learning style inventories, although three teachers accurately predicted students' learning styles; teachers did not perceive their students' learning style to be like their own. This report provides 18 references and detailed data tables. The Teaching Style Q-Sort questions, the Teaching Style Interview, classroom behaviors categorized by family, and the Learning Style Inventory Scoring Graph are appended. (LMM)

ED223214 IR010465

Chute, Alan G.; And Others

Effects of a Teleconference Experience on the Type of Concerns Expressed by Teleconference Participants.

Pub Date May 82

Note-22p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrators; *Adoption; *Change Strategies; *Information Networks; Medical Education; Questionnaires; Research Methodology; State Agencies; *Teleconferencing; Workshops

Identifiers-*AECT Research and Theory Division Meeting; *Concerns Based Adoption Model; South Dakota; User Needs

The effects of teleconference experiences on the types of concerns expressed by teleconference participants after their initial experiences with the medium were examined using a concerns-based adoption model, which allows researchers to assess changes in levels of concerns expressed by individuals as they become more familiar with an innovation. The South Dakota Medical Information Exchange (SDMIX) studied the utilization of administrative teleconferencing by the state's Alcohol Person Power Project staff. Pre- and post-conferencing questionnaires were used to assess change, and results showed that levels of concern changed after a single exposure to teleconferencing, although not everyone changed. SDMIX conducted another study investigating the effects of a teleconference workshop experience on participants' concerns. The workshop provided information on teleconference presentation design and allowed the development and evaluation of teleconference programs. Levels of concern changed after workshop participation, away from the information and personal levels towards the management and consequence levels. Data tables and 21 references are provided. (Author/LMM)

ED223215 IR010466

Dresang, Eliza T.

Communication Conditions and Media Influence on Attitudes and Information Uses: The Effects of Media Selected in Response to Student Interests about Mainstreaming and Disabilities.

Pub Date May 82
Note-22p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitude Change; Disabilities; Elementary School Teachers; Grade 6; Instructional Materials; Intermediate Grades; *Mainstreaming; *Media Selection; Media Specialists; *Student Interests
Identifiers-*AECT Research and Theory Division Meeting; *Message Transmission

The persuasive effects of a message and personal uses for its content were examined with a user-based approach which considered individual cognitive involvement. The researchers sought to identify those communication and selection conditions in media treatments of specified subects most likely to have the desired effect on student attitudes. Using a mediagraphy, instructional media on the topics of mainstreaming and disabilities were chosen according to either student-expressed interests or teacher/media specialist perceptions of student interests, or were unrelated to student interests. The 120 sixth-grade subjects were pre- and posttested to determine attitudes toward the topics. The communication conditions (cognitive processes) involved user or non-user input through media selection pre-questioning. Follow-up interviews with 16 students determined their uses for presentation information. Groups receiving media based on student-expressed interests had a more positive attitude toward disability, though not mainstreaming. Participation in the pre-selection inquiry did not affect attitudes, indicating cognitive involvement through expression of interest in a topic cannot predict a more positive attitude, but may be related to more personal information use. Overall group interests may be effectively expressed by a peer group, making direct expression of users' interests unnecessary. Teachers and media specialists were unable to determine what most interested students. (LMM)

Ernest, Patricia S.

Educational Technology and Teacher Competence: Identification and Preservice Assessment.

Pub Date May 82
Note-33p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Delphi Technique; *Educational Media; *Educational Technology; Higher Education; Media Selection; Media Specialists; *Minimum Competencies; *Preservice Teacher Education; Production Techniques; Teacher Certification; *Teacher Education Programs; Teacher Effectiveness
Identifiers-*AECT Research and Theory Division Meeting; Alabama; *Teacher Competencies

Using a panel of 50 experts in media and/or teaching, this study identified 69 educational technology competencies perceived to be related to teaching effectiveness. The questionnaire developed from the initial investigation (the Inventory of Teacher Competencies Related to Educational Media) was used with representatives from 26 institutions of higher education in Alabama with state-approved teacher education programs to assess their perceptions of teacher competencies related to educational media at the preservice level, and the degree to which the competencies were being taught in teacher education programs in Alabama. Results indicated that media specialists, teacher educators, administrators, and teachers perceive educational technology competencies for teachers as highly important, but that preservice preparation program graduates have not utilized educational technology at the importance levels established by the experts' and institutional representatives' perceptions. Most competencies were perceived as "very important" by the representatives. The only two competencies rated as less than "moderately important" concerned the use and operation of microcomputers. No single competency was taught in more than 57.1 percent of the institutions. This report includes data tables, 23 references, and an appendix with the ranked teacher competencies. (LMM)

ED223217 IR010468

Gilbert, Raymond M.; Hennigan, Thomas L.

Utilization of Media in Teaching by Secondary Classroom Teachers.

Pub Date May 82
Note-14p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Media; *Inservice Teacher Education; Instructional Materials; Media Research; Questionnaires; Secondary Education; Secondary Schools; *Secondary School Teachers; Surveys; Teacher Education; *Teacher Effectiveness; *Use Studies
Identifiers-*AECT Research and Theory Division Meeting

A media usage study investigated the current status of media utilization by classroom teachers in American secondary schools. A randomly selected group of 1,128 full-time secondary teachers was drawn from 150 schools in 38 states and in American Overseas Schools. Data were collected for seven categories: (1) current teaching assignment; (2) source of media knowledge; (3) type of school; (4) frequency of media usage; (5) years of experience; (6) effectiveness of teaching with media; (7) value of media. Results show that secondary teachers value media usage, although teaching assignments reflect a slight difference among teachers in frequency of media usage. Media acquisition in the university teacher education classroom is desired, and although some teachers have experience with media inservice, school system inservice programs are not providing for media needs of teachers. High schools with traditional grade levels of 9 to 12 and 10 to 12 use media more frequently in their classrooms, and teachers who use media daily agree that their teaching effectiveness is improved with media usage. (Author/LMM)

ED223218 IR010469

Hannafin, Michael J.

An Analysis of the Consistency and Effects of Reported Learning Strategy Use by Third and Fourth Graders.

Pub Date May 82
Note-14p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Abstract Reasoning; *Audiovisual Aids; *Audiovisual Instruction; Elementary Education; Intermode Differences; Learning Modalities; Media Research; Pictorial Stimuli; Prose; *Verbal Learning; Verbal Stimuli; *Visual Learning
Identifiers-*AECT Research and Theory Division Meeting; *Learning Strategies

The consistency of verbal and/or visual learning strategy and the effects of such strategies on the recall of concrete and abstract prose by third and fourth grade students were investigated. Using a learning strategy screening procedure, students were classified as demonstrating high, medium, or low dominance of verbal or visual learning strategies. Students then saw and/or heard an 18-minute children's story, via audiotape, slide-tape, or a synchronized audio-slide-tape presentation. Upon completion of the presentation, a 24-item recall test--12 items measuring recall of abstract content and 12 measuring recall of concrete content--was administered. As predicted, the combined audiovisual presentation yielded superior recall of both concrete and abstract content. The picture-only presentation yielded greater recall of concrete content than the oral-only presentation, but no differences were found for abstract content. Contrary to expectations, neither strength of reported strategy nor the interaction between learning strategy and presentation modalities was significant. Six references are listed. (Author/LMM)

ED223219 IR010470

Hannafin, Michael J.

Research in Progress II: Preliminary Data from a Group-Administered Procedure to Identify the Spontaneous Learning Strategies of Children.

Pub Date May 82

Note-14p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Audiovisual Instruction; *Cognitive Style; Elementary Education; Elementary School Students; Group Testing; Intermode Differences; Learning Modalities; *Recall (Psychology); Research Methodology; *Screening Tests; Tables (Data); *Verbal Learning; *Visual Learning

Identifiers-*AECT Research and Theory Division Meeting; *Learning Strategies

Two studies designed to establish classification procedures and the reliability of a learning strategy screening procedure were conducted, using 184 third and 173 fourth graders from a middle-class suburban school district as subjects. A 10-minute learning strategy screening was administered during which subjects reported which of six generic strategies--three verbal and three visual--were used to remember presented words. In the first study, the results indicated that roughly the same proportion of third and fourth graders reported visually dominated or verbally dominated learning strategies to remember presented words. Strategies could be readily classified as verbal or visual, or visual, verbal, and mixed, using the screening results. The results of the second study indicated that strategy classifications were differentially reliable, depending upon the number of classifications used, being most reliable when using a bi-classification system. This report includes 15 references (Author/LMM)

ED223220 IR010471

Hines, Stephen J.

The Effect of Mode of Visual Presentation (Motion vs. Still) on the Brain Wave Production of College Students.

Pub Date May 82

Note-8p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attention; Biofeedback; *Electroencephalography; *Films; *Instructional Materials; Intermode Differences; *Media Research; Research Methodology; *Slides; Visual Learning

Identifiers-*AECT Research and Theory Division Meeting; *Brain Waves; Stimulus Characteristics

The purpose of this study was to measure and analyze viewers' electroencephalographic reactions to motion and still pictures, and to increase knowledge on the differential impact of the two modes on brain wave production. Since beta brain wave indicates focused attention, an additional purpose was to determine whether the two media differed significantly in their potential as teaching devices as measured by the viewers' beta brain wave production. Portable biofeedback equipment was used to collect data on 60 randomly selected subjects. Treatments were either a motion picture or a slide tape presentation, alternately shown to each subject. Using a two-way analysis of variance and a post hoc analysis, no significant main effects or interactions were identified. Neither motion nor still pictures differentially affected the production of beta waves, which are necessary for focused attention and mental concentration. The experiment did demonstrate the successful use of a psychophysiological measuring device which offers the opportunity to measure an individual's reactions to instructional media unobtrusively. (LMM)

ED223221 IR010472

Hodges, Yvonne A.; And Others

High School Students' Attitudes Towards the Media Program--What Makes the Difference?

Pub Date May 82

Note-17p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Audiovisual Aids; Cognitive Style; Foreign Countries; High Schools; *High School Students; *Learning Resources Centers; Media Specialists; Photography; *School Libraries; *Student Attitudes; Teaching Styles; *Use Studies

Identifiers-*AECT Research and Theory Division Meeting; Alberta (Calgary)

High school media program services, resources required for program establishment, and program impact on student skills and attitudes were examined in 15 Calgary senior high schools with emphasis on the effect of the audiovisual (AV) component. A student questionnaire was used with two 12th grade classes in each school to determine attitudes or behaviors concerning the media center. The Liesener Inventory was used to catalog media center services provided, and site visits obtained impressions of library arrangement and organization from students, teachers, and media-center staff. Access, instruction, and reference services were common to almost all centers. Presence of the audiovisual component was influenced by school teaching and organizational models. Existence of the AV component was associated with students valuing and extensively using the library program. The findings have implications for individuals concerned with student learning styles, provision for models of teaching, and curriculum implementation. This report includes 29 references. (LMM)

ED223222 IR010473

Hortin, John A.

A Theoretical Model for Understanding the Visual Event.

Pub Date May 82

Note-20p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes; Creative Thinking; Memory; *Models; *Visualization; Visual Learning; *Visual Literacy; *Visual Stimuli

Identifiers-*AECT Research and Theory Division Meeting; *Image Analysis

One theoretical model for understanding the visual event suggests that a visual event has both a surface (descriptive) and a deeper (experience) level of understanding. Both levels are needed to comprehend and appreciate images, with each level affecting the other. A person's perspective is an important part of the visual event, which depends upon personal background, the actual visual event experience (amount of involvement, sensations, effects), and the reflection afterward. Perception of structure and elements also influences and is influenced by the individual's background, the experience of the "seeing," and the reflection upon that "seeing" experience. This model is still incomplete, and the necessary supportive empirical evidence may be difficult to obtain until more is known from research efforts in related fields. Students should be taught that seeing a visual event is more than a data collection process. By using mental images, exploring intuition, and examining their visual perceptions, students can find a deeper level of understanding as a basis for concept formation and thought. This paper includes 50 references. (Author/LMM)

ED223223 IR010474

Jacobs, Ronald L.

The Relationship of Cognitive Style to the Frequency of Proctor/Student Interactions and Achievement in a PSI Course.

Pub Date May 82

Note-8p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Communication; Classroom Observation Techniques; *Cognitive Style; Group Behavior; Higher Education; Interaction Process Analysis; *Interpersonal Competence; *Social Behavior; Undergraduate Students

Identifiers-*AECT Research and Theory Division Meeting; *Field Dependence Independence; *Personalized System of Instruction

The relationship between cognitive style (field independence/field dependence), proctor/student interactions, and achievement of undergraduate students in a Personalized System of Instruction (PSI) course was studied. Field dependence/independence was measured using the Group Embedded Figures Test (GEFT), which measures ability to identify a simple geometric figure visually imbedded in a complex design. Three categories of proctor/student interactions were identified: (1) specific to the course activities or objectives; (2) related to the content but not directly to course activities; and (3) unrelated to the course interactions. Proctors observed and recorded student-initiated interactions. Results showed significant differences in social behaviors, but not achievement, between the two groups. Among field-dependent students there was a significantly greater tendency to obtain specific course information through social contacts initiated with proctors. The PSI course accommodated a wide range of learning styles, suggesting that social behavior may be a means of adapting to various instructional settings. (LMM)

ED223224 IR010475

Keller, Paul F. G.; Johnson, Kerry A.
How Are ITV Users Different?
Pub Date May 82
Note-6p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitudes; *Educational Television; Elementary Secondary Education; *Media Specialists; *Principals; Research Needs; Staff Role; *Teacher Attitudes; Television Research; *Use Studies
Identifiers-*AECT Research and Theory Division Meeting; Maryland

The role of library media specialists in teachers' utilization of instructional television (ITV) in Maryland schools was examined, using data from the earlier Maryland ITV study (1982), which used separate questionnaires for principals, library media specialists, and five randomly chosen teachers from each of 200 schools. The current study appended compressed data from the principal and library media specialist to 592 teachers' records, in effect, regarding the characteristics of a teacher's principal and media specialist as environmental attributes. Teachers' ITV use was largely explained by their past and present disposition towards the medium. Although data from principals accounted for far more variance than data from media specialists, when combined with information from teachers, principals' characteristics added no new information, while media specialists' attitudes and practices did covary with teacher use of ITV. Less experienced teachers used slightly more ITV, and training in ITV utilization did not affect frequency of use. It was concluded that teachers should be introduced to a few positive experiences with ITV using an approach geared to integration of ITV with daily teaching, and that the media specialist's role as change agent and consciousness-raiser should not be underestimated. Four references are listed. (LMM)

ED223225 IR010476

Kerr, Stephen T.

Inside the Black Box: Making Design Decisions for Instruction.

Pub Date May 82

Note-30p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Artificial Intelligence; Building Design; Creative Art; *Decision Making; Designers; Design Preferences; Design Requirements; *Instructional Design; *Media Selection; Models; *Problem Solving; Systems Approach

Identifiers-*AECT Research and Theory Division Meeting; *Design Methodology

The literature on instructional design argues that curricula, educational materials, and instructional strategies are best created using a systems approach, and models for the systematic design of educational programs have proliferated over the past decade. However, these models are prescriptive and not based on research into how designers actually think when they approach a design task. A summary of theoretical and empirical studies from the fields of art, architecture, and artificial intelligence which were examined for their relevance to instructional designers introduces a study of design activities among 26 novice instructional designers. This study investigated (1) the prevalence of initial generation of multiple design solutions; (2) the basis for acceptance or rejection of candidate solutions; (3) the constraints encountered in executing the design; and (4) how designers knew the design was finished. Results indicated that novice designers have difficulty entertaining multiple possible solutions, especially for more than a few steps into design work. They eliminate alternatives rapidly and are not proficient in representing design problems to themselves or to others. They have trouble determining a reasonable stopping point. This paper includes a 12-item reference list and tables of study data. (Author/LMM)

ED223226 IR010477

Kloock, Terryl R.; And Others

Instructional Media, Attitude Change and Field Dependence.

Pub Date May 82

Note-14p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Aptitude Treatment Interaction; *Attitude Change; Audiotape Recordings; College Students; *Cues; *Films; Higher Education; Media Research; Reinforcement; *Slides; Soil Conservation

Identifiers-*AECT Research and Theory Division Meeting; *Field Dependence Independence; Stimulus Complexity

The effectiveness of two media types (sound film and still slides with audiotape) in changing student attitudes, and their impact on students varying in field dependency levels was examined. Subjects, 82 college students scoring at the high and low extremes of the Group Embedded Figures Test (GEFT), were randomly assigned to either a (1) multi-cue (film); (2) moderate-cue (slides with audiotape); or (3) control presentation group. Hovland's Reinforcement Theory was the basis for this study, which was an attempt to replicate Cook's (1979) findings. Field-independent subjects generally had more positive attitudes toward soil conservation after treatments than field-dependent subjects, though not significantly, as measured using the Soil Conservation Attitude Test. Field-independent subjects in the film treatment had significantly more positive attitudes than both field-independent learners in the slide-tape group and field-dependent learners in either the film or slide-tape groups. It was concluded that a film will be more effective than a slide presentation of comparable quality in changing field-independent learners' attitudes toward soil conservation. Thirteen references are listed. (LMM)

ED223227 IR010478

Mellon, Constance A.

Believers, Skeptics, and Dropouts: Faculty Thinking About Instructional Development.

Pub Date May 82
Note-17p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Faculty; *Faculty Development; Higher Education; *Individual Differences; *Instructional Development; Interviews; *Program Attitudes; Research Methodology; *Systems Development; *Teacher Attitudes
Identifiers-*AECT Research and Theory Division Meeting

In order to determine the client's perspective of instructional development (ID) services, the perceptions of college professor clients of a campus-wide university ID center were studied, using a naturalistic inquiry interview approach based on the philosophy of symbolic interactionism. Developers' views were also examined through analysis of publications by and about the agency and examination of some personal documents. Initial data examination showed that the instructors' emotional responses were more relevant to understanding their perceptions than their manner of describing development activities. Recurring reactions of either indifference or irritation led to development of a typology of instructors, with categories labelled "believers," "skeptics," and "dropouts". Preconceived expectations were found to be the major difference between those completing and those not completing projects. Personal involvement and growth were the main factors differentiating believers from skeptics. Teacher thinking varied from developer's thinking. Fewer than half of the professors were "believers," indicating that ID may be unable to realistically meet all clients' needs, although belief was not necessary for project effectiveness. Individual differences may exist in need for either consulting or counseling. Twelve references are listed. (LMM)

ED223228 IR010479

Muffoletto, Robert; Becker, Ann De Vaney

A Model for Critical Dialogue: A Study for Enhancing Student Response to Visuals.

Pub Date May 82

Note-10p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Art Products; *Attitude Change; *Concept Formation; Discussion (Teaching Technique); Educational Media; *Evaluation Criteria; High Schools; High School Students; Photographs; *Photography; *Student Attitudes; *Teaching Models

Identifiers-*AECT Research and Theory Division Meeting; Critical Viewing

The effectiveness of a pedagogic strategy which involved the development of descriptive tactics and individual exploration into the meanings and significance of photographic images was investigated. An additional purpose of the study was to reveal methods which enhanced student responses toward photographs, and their production, function, and value in educational and cultural settings. As part of the New York State Summer School for the Arts, 23 high school students were selected for a 6-week intense photography workshop. Students participated in Stewart's model for critical dialogue, and photographic projects encouraging individualistic response and exploration. Pre- and post-surveys were administered to determine changes in attitude and judgmental processes, and reactions to the photographs of Diane Arbus were noted to determine conceptual shifts. Study findings revealed deviations in the students' judgmental criteria (their process for defining good and bad photographs) and in thinking about the photographic medium. Results suggest that conceptual shifts can be facilitated by structuring the psychological learning environment, and that development of a critical dialogue model may enhance students' verbal responses to photographs. More research concerning critical processes and conceptual development is needed. (Author/LMM)

ED223229 IR010480

Olson, Janet S.; Berry, Louis H.

The State of the Art in Rate-Modified Speech: A Review of Contemporary Research.

Pub Date May 82

Note-36p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Audio Equipment; Communication Research; *Efficiency; Electromechanical Technology; *Instructional Innovation; *Listening Comprehension; Literature Reviews; Media Research; *Speech Compression; *Technological Advancement

Identifiers-*AECT Research and Theory Division Meeting; Listening Rate; *Rate Controlled Speech

This review of the literature on rate-controlled or compressed speech begins by tracing the historical development of compressed speech with emphasis on earlier approaches to the problem, e.g., changing speaking rate, simplifying text, changing tape speed, or using a sampling technique. An overview of research from 1917 to 1974 highlights the major contributors and important issues and findings. Four main categories of research are discussed: (1) comprehension and intelligibility; (2) trainability; (3) retention; and (4) applications of compressed speech to various instructional situations. Current basic and applied research is then reviewed, including research related to the use of compressed speech with the blind, visually impaired, and handicapped; its use in reading and language instruction; and its use in other instructional applications. Contemporary uses of rate-modified materials are summarized, and new research directions are suggested. An extensive 105-item bibliography is included. (LMM)

ED223230 IR010481

Raburn, Josephine; Tyson, LaWanda

Test Score Results by Sex and Perceptual Type When Background Music Accompanies Film, Filmstrip, and Lecture Presentations.

Pub Date May 82

Note-24p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Audiovisual Aids; *Audiovisual Instruction; College Freshmen; Filmstrips; Higher Education; Instructional Films; *Intermode Differences; *Learning Modalities; Media Research; Psychology; *Sex Differences; Visual Learning

Identifiers-*AECT Research and Theory Division Meeting; *Background Music

The effect of background music with lecture tapes, filmstrips, and films in teaching freshman psychology concepts was investigated. Comparisons were made of media effect on visual or non-visual (haptic) and male or female learners, using experiments of 60 students each, with 20 subjects used for all treatment conditions. Three classes viewed filmstrip on human life-stages, accompanied by audiotapes paced with music; a lecture tape on personality, with no music; and a film on mental illness, which included music as part of its sound track. Classes had music either at presentation time, at both presentation and testing time, or only that music present on the commercial products. Background music added to a film or filmstrip did not lower males' or visuals' scores. Haptics and visuals differed in their response to background music with lecture tape, though both improved more when music continued throughout the presentation and the test. Though all media were instructionally efficient, film was superior for women, and film and lecture tape were superior to filmstrip for all subjects. (LMM)

ED223231 IR010482

Ragsdale, Ronald G.

The Computer Threat to Educational Technology.

Pub Date May 82

Note-6p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Computer Assisted Instruction; *Computer Programs; *Computers; *Educational Innovation; Educational Research; Instructional Materials; *Performance Factors; Programed Instruction; Research Problems

Identifiers-*AECT Research and Theory Division Meeting

Sensitivity to assumptions concerning the applications of computers to education is needed, as educational practices are strongly shaped by both group and individual assumptions. An educational practice will not necessarily be improved if done by a computer. A consequence of searching for computer uses has been a tendency to build from computer strengths, not student weaknesses, and specific assumptions by designers concerning human behavior have created unexpected effects. Most importantly, educational research may not have a positive influence on computer uses in education, as generally assumed. The existence of computer assisted instruction (CAI) is made tenuous by problems of poorly developed materials, limited availability of properly developed materials, locally produced materials, and widespread copying of materials. Therefore, not only is it questionable to assume that educational research can have a positive impact on technology implementation in the schools, but some effective methods such as programmed instruction and CAI can be almost completely negated by premature and inadequate implementations within the educational system. Videodiscs and complex packages such as word processing can help maintain centralized control over computer uses. Prediction of eventual educational roles for computers is difficult, and effective roles should be promoted. (LMM)

ED223232 IR010483

Russell, Anne L.

Why Use Media Materials in University Instruction? Personal Beliefs of Selected Professors.

Pub Date May 82

Note-13p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Audiovisual Aids; *Audiovisual Instruction; College Faculty; *College Instruction; Foreign Countries; Higher Education; *Instructional Materials; *Teacher Attitudes; Teacher Developed Materials; Teaching Methods; Use Studies

Identifiers-*AECT Research and Theory Division Meeting; Australia

Personal beliefs concerning the use of media materials in university instruction were examined in this descriptive, interview-based study of 10 selected university professors. Hour-long interview tapes were content analyzed to discover reasons why these university professors chose to support their verbal lectures with media materials. Though 70 percent of the respondents were untrained in instructional media use, all felt media materials are essential for effective teaching; e.g., they provide variety, change of pace, and focus for transferring conceptual information in a manner that caters to individual student learning styles, and the media experiences shared by the entire class provide valuable discussion starters. Respondents' preference for using personally developed media materials has important implications for financial administrators, instructional media center directors, media librarians, and educational technologists. Funds and facilities should be allocated to enable teaching faculty members to produce personally relevant media materials to integrate within their instruction. This report includes 12 references. (Author/LMM)

ED223233 IR010484

Simonson, Michael R.

The Impact of Mediated Instruction on the Formation and Change of Attitudes.

Pub Date May 82

Note-20p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitude Change; Attitudes; *Change Strategies; *Educational Media; Guidelines; *Instructional Materials; Media Research; *Research Problems; *Student Attitudes

Identifiers-*AECT Research and Theory Division Meeting

A relationship exists between attitudes and some behaviors, and learners' attitudes are definitely influenced by mediated instruction. Attitudes can be defined and measured, using systematic processes such as self-reports, reports of others, sociometric procedures, or records. Researchers have examined the relationship between attitude positions and message design, so that a tentative set of guidelines for the relationship between these two variables could be proposed. Simonson (1979) suggested that favorable reactions toward instruction are developed by (1) using realistic, relevant, and technically stimulating media; (2) including new information; (3) presenting messages credibly; (4) involving learners in planning, production, or delivery of mediated instruction; (5) including guided post-instruction discussions and critiques; and (6) having learners experience purposeful, emotional involvement during instruction. A more definitive set of recommendations is needed. Media-attitude research has often had problems of definition, measurement, design, and follow-up. Future research requires attention to instrumentation, experimentation, media-aptitude-attitude interaction, and theory-based research. This paper includes 46 references. (LMM)

ED223234 IR010485

Turner, Philip M.

Cueing and Anxiety in a Visual Concept Learning Task.

Pub Date May 82

Note-42p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Anxiety; College Students; Concept Formation; *Cues; Higher Education; *Personality Traits; *Prompting; Questionnaires; Rating Scales; *Test Anxiety; *Visual Learning

Identifiers-*AECT Research and Theory Division Meeting; S R Inventory of Anxiousness (Endler et al); State Trait Anxiety Inventory (Spielberger); *Stimulus Complexity

This study investigated the relationship of two anxiety measures (the State-Trait Anxiety Inventory-Trait Form and the S-R Inventory of Anxiousness-Exam Form) to performance on a visual concept-learning task with embedded criterial information. The effect on anxiety reduction of cueing criterial information was also examined, and two levels of embedment were investigated. Two treatment groups of 24 college students each located embedded figures, identified the concept criteria, and identified non-example concept set members, with one group using materials cued with red outlining. Significant main effects were found for trait anxiety with the lightly and heavily embedded figure scores, and for cueing with the heavily embedded figure scores. A significant interaction was indicated between trait anxiety and cueing for the heavily embedded figures. A non-significant interaction was found for the test anxiety measure with cueing, with the high-anxious, cued subjects scoring the highest and the high-anxious, non-cued subjects scoring the lowest. A high degree of both types of anxiety had a severe debilitating effect on non-cued task performance. Cueing greatly reduced the influence of both measures and was associated with superior performance by the high test-anxious, cued subgroup. This report includes 26 references and 13 data tables. The two anxiety measures are appended. (LMM)

ED223235 IR010486

Williams, Dianne McAfee

Presence of Observable Conditions of Positive Self-Concept in Elementary School Media Centers: A Descriptive Study.

Pub Date May 82

Note-17p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Case Studies; Check Lists; Elementary Education; Elementary Schools; Interviews; *Learning Resources Centers; *Library Role; *Media Specialists; Observation; *Program Evaluation; School Libraries; *Self Concept; *Student Attitudes

Identifiers-*AECT Research and Theory Division Meeting; Observation Criteria; Wisconsin

In order to focus on important contributions of elementary school instructional media centers (IMC's) to the educational program, a study was conducted to determine the presence of conditions of positive self-concept--cooperation, independence, success, positive atmosphere, challenge, feeling of value or acceptance--in such centers. A descriptive, case study research design using observation, interviews, and a diary of IMC activities was used in three Wisconsin elementary schools having IMC programs with a full-time professional media specialist and an aide. Schools represented a rural, an urban, and a suburban setting. Observable indicators for the six conditions examined were determined by a panel of library and media experts. All six conditions were present in the sample schools, indicating that the IMC can influence development of a positive self-concept in individual children. Some expected activities, such as production, did not occur. The media specialists interviewed generally believed in students' individual worth and the need for media programs to support that worth. Nine references are listed and the observation checklists used are appended. (Author/LMM)

ED223236 IR010487

Winn, Bill

Status and Trends in Visual Information Processing.

Pub Date May 82
Note-33p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Research and Theory Division (Dallas, TX, May 1982). For other papers, see IR 010 442-487.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Processes; *Cognitive Style; *Individual Differences; Instructional Materials; Intermode Differences; Learning Modalities; Literature Reviews; Media Research; *Modeling (Psychology); *Prompting
Identifiers-*AECT Research and Theory Division Meeting; *Learning Strategies; Stimulus Characteristics

Relationships between media format, sensory channel, and cognitive information processing are not straightforward. Media format does not determine information processing and storage except when a deliberate attempt is made to model cognitive processes by manipulating the medium. Sensory channel only affects processing and learning for relatively low-level tasks, because information presented in various media formats and sensory channels is mediated by the learner's mental skills and the learning strategies used. A model can geographically show relationships among cognitive processes, mental skills, and learning strategies. Expansion of this model to include processing control through modeling and instruction in skills and strategies must include research in instruction. For learners lacking skills and ability to select the best strategy, instruction should control learning strategies by modeling the cognitive process needed for the task. Instructional systems can also assign particular strategies for learners with some skill but without the necessary metacognitive processes required for wise strategy deployment. For high ability learners, capable of assigning the appropriate strategy independently, specific directions are unnecessary. A review of research supports this viewpoint. (LMM)

ED223237 IR010488

Wisconsin Business Data Processing Curriculum Guide.
Wisconsin Univ., Eau Claire.
Spons Agency-Wisconsin State Dept. of Public Instruction, Madison. Bureau of Vocational and Career Education.
Pub Date Jun 80
Note-79p.; Best copy available.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Business Education; Business Education Teachers; *Computer Oriented Programs; *Curriculum Development; Curriculum Guides; *Data Processing; *Educational Resources; High Schools; *Proposal Writing; Teacher Certification

Prepared as a guide to assist business educators in meeting the need for data processing education, this handbook presents guidelines for incorporating data processing into existing business education classes in Wisconsin high schools and developing separate courses. Introductory materials include statements of goals and objectives, definitions of terms, and a rationale for teaching data processing. Subsequent chapters address (1) the development of the data processing program, including curriculum planning, equipment selection, and project procedures; (2) integration into existing business courses, ranging from accounting and business communications to shorthand and typing; (3) a recommended curriculum; (4) teacher certification; (5) equipment and facilities; (6) educational resources; (7) resource groups; (8) funding; and (9) curriculum articulation. Guidelines for writing a proposal and a listing of data processing acronyms and what they stand for are appended. (LMM)

ED223238 IR010489

Suits, J. P.; Lagowski, J. J.

Decision Making in Computer-Simulated Experiments.

Pub Date Apr 82

Note-14p.; Paper presented at the National Meeting of the American Chemical Society (Las Vegas, NV, April 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Chemistry; Computer Oriented Programs; Data Collection; *Decision Making; Higher Education; Individualized Instruction; *Laboratory Procedures; *Problem Solving; *Research Methodology; *Science Experiments; Simulation; Undergraduate Students

Identifiers-*Computer Simulation

A set of interactive, computer-simulated experiments was designed to respond to the large range of individual differences in aptitude and reasoning ability generally exhibited by students enrolled in first-semester general chemistry. These experiments give students direct experience in the type of decision making needed in an experimental setting. For instance, the student is encouraged to develop a strategy for empirical problem-solving, e.g., the determination of the first and second ionization potentials of an element. Generally, this strategy involves breaking the problem into three sequential phases: empirical, graphic, and symbolic. In the empirical phase, the student must select productive experimental conditions. While many students have difficulty in deciding which values produce meaningful results, first semester students in general chemistry can learn to make empirical decisions when given several computer-simulated experiments with a consistent pedagogic structure. (Author/LMM)

ED223239 IR010493

AEDS Proceedings: The Tomorrow in New Technology; Frontiers in Administrative Computing; Adventures in Instructional Computing.

Association for Educational Data Systems, Washington, D.C.
Pub Date 82
Note-513p.; For related document, see ED 201 410.
Available from-Association for Educational Data Systems, 1201 16th St., N.W., Washington, DC 20036 ($15.00).
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-*Computer Assisted Instruction; Computer Assisted Testing; Computer Graphics; *Computer Literacy; *Computer Managed Instruction; *Computer Oriented Programs; *Computer Programs; Educational Technology; Elementary Secondary Education; Higher Education; Input Output Devices; *Microcomputers; Online Systems; Programing Languages; Simulation; Special Education

The 122 papers in this collection were presented in 15 sessions of the 20th annual convention of the Association for Educational Data Systems which was held in Orlando, Florida, May 10-14, 1982. Individual papers covered a wide variety of topics, including computer assisted instruction, computer managed instruction, computer literacy, instructional and administrative uses of microcomputers, software evaluation, computer assisted testing, use of computers with various handicaps and in specific subject areas, teacher education, information dissemination and library automation, computer graphics, and teaching computer programming. The AEDS board of directors, 1982 convention team, affiliate presidents and representatives, institutional members, and sustaining members are listed in the front of the book. (LMM)

ED223240 IR010501

Swope, William M.; And Others

Analysis of Factors Affecting the Performance of the Navy's Computer Managed Instructional System.

Naval Training Analysis and Evaluation Group, Orlando, Fla.

Report No-TAEG-TR-119

Pub Date Apr 82

Note-61p.; Appendix may be marginally legible due to small print of original document.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Computer Managed Instruction; Computer Programs; Efficiency; *Equipment Maintenance; Input Output Devices; *Performance Factors; *Systems Analysis; *Use Studies

Identifiers-*Computer Users; Naval Training

Computer services provided to the Navy Computer Managed Instruction (CMI) system and numerous non-CMI users are the focus of this report of a study designed to (1) analyze the response time, interruptions, and availability of the CMI system; (2) determine the impact of the non-CMI users on the ability of the system to respond to CMI requirements; and (3) identify the hardware/software limitations of the present CMI system and explore possible improvements. This report is designed for use in maintaining CMI system reliability, and provides data to support expansion of the system capability to serve an anticipated increase in the student load. An introduction is followed by a review and summary of the CMI performance data from March to October 1981; a description of the hardware and software configuration and limitations of the present system; a discussion of the requirements and problems associated with non-CMI users being served by the system; and an analysis of the relationship between computer downtime and training time to determine whether unavailability extends training time. A summary and recommendations conclude the report, and detailed information on various performance statistics is appended. (Author/LMM)

ED223241 IR010502

Kean, Rita C.; Laughlin, Joan

Computer-Assisted Programmed Instruction in Textiles.

Pub Date 4 Mar 81
Note-11p.; Paper presented at the Annual Meeting of the Association for the Development of Computer-Based Instructional Systems (Atlanta, GA, March 4, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Autoinstructional Aids; *Computer Assisted Instruction; *Computer Programs; Higher Education; *Programed Instructional Materials; Student Attitudes; *Teaching Methods; *Textiles Instruction
Identifiers-University of Nebraska

Students in an introductory textiles course at the University of Nebraska's College of Home Economics actively participate in the learning experience through a self-paced instructional technique. Specific learning packets were developed adapting programmed instructional learning materials to computer assisted instruction (CAI). A study booklet contains both the programmed instructional material and directions for interacting with the computer. Following reading on a specific topic, questions are presented using the computer system. Currently eight programmed lessons are available concerning textile terminology, yarns, simple and plain weaves, care labeling, textile legislation, and flammability legislation. Student exposure to computer technology is an additional advantage of this method, particularly for the merchandising/retailing majors who comprise half the departments' student population. Students have expressed positive reactions toward CAI, which have been reflected in their course grades. (Author/LMM)

ED223242 IR010505

Kee, Daniel W.

Implications of Hand Held Electronic Games and Microcomputers for Informal Learning.

Pub Date Jul 81

Note-49p.

Available from-Paper presented at the National Institute of Education Conference (Washington, DC, July 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Childhood Interests; *Childrens Games; *Cognitive Processes; *Educational Games; Electronic Equipment; Input Output Devices; Learning Activities; *Microcomputers; *Motivation; Research Needs

Identifiers-*Computer Games; Informal Learning; Learning Strategies

The use of hand-held electronic devices and microcomputers in places of public access and in the home are discussed. First, the different activities supported by this technology are described, with emphasis on the commonality of game playing to both hand-held devices and microcomputers. The need for research to investigate the motivational qualities of these games and their influence on learning is stressed. Motivational aspects of microelectronic games are discussed, particularly the attributes of popular computer games and the effects of external constraints on intrinsically motivated activities. The types of learning which can be influenced by electronic game playing are considered. To illustrate how cognitive learning strategies might be affected, a general description of developmental and population differences in learning and memory is provided, and factors which may cause changes in strategy use are discussed. Specific examples for research, involving both observational and experimental methods, are presented. A 9-page reference list is included. (Author/LMM)

ED223243 IR010506

Meuter, Ralph F.; And Others

Closed-Circuit Educational Television (ITFS) in Northeastern California: The 33,000 Square Mile Campus.

Pub Date Jul 82
Note-23p.; Paper presented at the General Assembly of the World Future Society (4th, Washington, DC, July 18-22, 1982). For related documents, see IR 010 526, IR 050 010, and IR 050 018.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Closed Circuit Television; Educational Innovation; *Educational Television; Electronic Equipment; Higher Education; *Information Networks; *Regional Programs; Shared Services; Teaching Methods; *Telecommunications; Telecourses
Identifiers-California State University Chico; *Distance Education; Instructional Television Fixed Service; *Interactive Systems

This paper describes the Instructional Television Fixed Service (ITFS) program, a closed-circuit educational television system in which classes originating on the California State University, Chico (CSUC) campus are simultaneously broadcast live to various ITFS sites within Northeastern California. Following an introduction, the first section summarizes the background, history, development, and growth of the ITFS system (also known as Instructional Television for Students) at Chico. Results of the spring 1982 enrollments in the ITFS system classes are then analyzed. The concluding section outlines plans and suggestions for future use and expansion of the system. A seven-item reference list is included. Supplementary attachments to the paper include maps showing California State University and Colleges locations, the area served by ITFS, and the population density of the area; a list of past ITFS courses; maps showing Learning Center locations and microwave signal transmitters; enrollment data; ITFS enrollments by course, instructor, and location; sample display giving instructions for connecting and using the system; the table of contents from the ITFS Student Handbook; a map showing statewide system connections; and a diagram showing equipment involved and the network connections at CSUC and learning sites. (LMM)

ED223244 IR010507

Cronnell, Bruce

Computer Instruction for Generating and Revising/Editing Narrative Text.

Southwest Regional Laboratory for Educational Research and Development,
Los Alamitos, Calif.

Report No-SWRL-WP-2-82/02

Pub Date 1 Jul 82

Note-13p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Autoinstructional Aids; *Computer Programs; Creative Writing; *Editing; Educational Media; Feedback; Instructional Materials; *Word Processing; *Writing Instruction

Identifiers-*Interactive Systems

This paper outlines a proposed procedure for using an interactive computer-based approach to assist students in composing text on a word processor. It is suggested that the computer could provide the stimulus for writing, assist students during the writing process, and help the student to revise and edit the text. The first section explains the basic procedures which include instructing students in the use of a specialized word processor. The paper does not specify a particular word processor to be used, but suggests that it would be one especially developed for instructional purposes, rather than a commercially available model. The next section suggests ways of stimulating story development, using a film displayed from videotape or videodisc. Ways in which students would receive help are then described. The revising/editing procedures are discussed, with an explanation of computer functions including spelling, capitalization, and punctuation checks, as well as analyses of sentence structure and variety. The concluding section emphasizes that, though the procedures are straightforward, specification would be complex and time consuming, and time and hardware constraints may influence actual development of the envisioned instruction. (LMM)

ED223245 IR010514

Broadbent, R. F., Ed.

Education of the Isolated: Geographic and Cultural Aspects. Selected Papers from the Annual Conference of the Australian College of Education (22nd, Alice Springs and Darwin, Australia, May 14-20, 1981).

Australian Coll. of Education, Carlton, Victoria.
Report No-ISBN-0-909587-18-3
Pub Date 81
Note-123p.
Available from-Australian College of Education, 916 Swanston St., Carlton, Victoria 3053, Australia. ($6.50 per copy, plus postage).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Access to Education; Educational Demand; Equal Education; *Ethnic Groups; *Extension Education; Foreign Countries; *Geographic Location; Open Universities; Rural Extension; *Social Isolation; Technology Transfer
Identifiers-Australia; *Distance Education

The 11 papers in this collection focus on isolation in education, with emphasis on problems associated with geographical remoteness, and with socio-cultural barriers also giving rise to isolation. Five papers concentrate on distance education and possible measures which can be used in social and educational processes to deal with isolation; readers are cautioned not to be too optimistic about technological solutions. The establishment of a national center for researching problems and solutions to the provision of education in rural Australia is described. The concept and operation of the Open University and its success in developing distance communication methods are discussed. Other papers consider barriers to education posed by cultural differences, language, social background, and socio-political structures. Four of these papers deal with specific areas of Australian isolation related to Australian Aborigines, in particular, and include reviews of specific programs and research projects. (Author/LMM)

ED223246 IR010515

Brannstrom, Lauritz

Effects of Spatial Configuration on Search of Visual Displays. Umea Psychological Reports No. 151.

Umea Univ. (Sweden).

Spons Agency-Swedish Council for Social Science Research, Stockholm.

Pub Date 80

Note-20p.; For related documents, see IR 010 516-518.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes; College Students; Eye Movements; *Patterned Responses; Psychological Studies; *Serial Ordering; Spatial Ability; *Visual Perception; *Visual Stimuli

Identifiers-Pattern Organization; Scanning; *Selective Attention; Stimulus Characteristics

The visual scanning of redundant and random spatial configurations of two-digit numbers was investigated in a target recognition task. The experimental technique involved a brief exposure of a probe (a two-digit number) at the center of the visual field, followed by a spatial pattern of 16 two-digit numbers which included the matching target in half the number of trials. The experiment was run and controlled by a PDP 8/e computer, and five different display types, varying in spatial order of elements, boundaries of the stimulus field, and grouping of the elements, were presented on an alpha-numeric display. The correlation between the spatial and numerical orders of the stimulus elements was either perfect or zero. An ordered scanning occurred for systematic spatial configurations, while for the random configurations, recognition seemed to be based on the perceived clarity of elements. Performance was facilitated when the spatial and numerical orders of the elements were related, but was detrimental when they were unrelated. For random spatial configurations, the recognition of the target was dependent on its distance to the point of fixation and independent of the numerical relations. The general effects were more pronounced when the subjects were informed about the relation between spatial and numerical order. Data tables and 15 references are included in this report. (Author/LMM)

ED223247 IR010516

Brannstrom, Lauritz

Effects of Spatial Configuration on Visual Attention Processes. Umea Psychological Reports No. 154.

Umea Univ. (Sweden).

Spons Agency-Swedish Council for Social Science Research, Stockholm.

Pub Date 80

Note-20p.; For related documents, see IR 010 515-518.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes; Dimensional Preference; *Eye Movements; *Patterned Responses; Psychological Studies; Spatial Ability; Tachistoscopes; *Visual Perception; *Visual Stimuli

Identifiers-Form Reproduction Task; Pattern Organization; *Scanning; Selective Attention; *Stimulus Characteristics

The significance of spatial factors on an initial segmentation and an active attentional phase was demonstrated by briefly exposing spatial configurations of elements, and then asking the subjects to reproduce the patterns or to search them for a target letter. The stimulus displays consisted of small o's forming different spatial configurations, varying in density and exposed by means of a two-channel tachistoscope. Judgmental classification of reproduced patterns revealed that the segmentation phase is affected by the form of the functional field of view, retinal position, spatial redundancy, and density. The pattern of the attended positions in the search phase reflected the impact of certain specific properties of the spatial configurations and the task requirements. The results lend support to the validity of the suggested differences in the modes of processing. Data tables and four references are included in this report. (Author)

Brannstrom, Lauritz

Effects of Spatial Position and Density on Visual Acuity. Umea Psychological Reports No. 153.

Umea Univ. (Sweden).

Spons Agency-Swedish Council for Social Science Research, Stockholm.

Pub Date 80

Note-13p.; Best copy available. For related documents, see IR 010 515-518.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cues; Dimensional Preference; Letters (Alphabet); *Patterned Responses; *Proximity; Psychological Studies; Spatial Ability; Tachistoscopes; *Visual Acuity; *Visual Measures; Visual Perception; *Visual Stimuli

Identifiers-Selective Attention; *Stimulus Complexity

Visual acuity as a function of target position and density was measured in a letter recognition task. A homogeneous pattern of equally-spaced elements was tachistoscopically exposed, where the target was never located at the boundaries of the pattern. The target was marked with a spatial cue to control attentional processes. With such a spatial arrangement, acuity should decrease with the increased distance of the acuity of the target from the fovea. The experiment involved the presentation of multi-letter displays varying in density, using a two-channel tachistoscope. The subjects' task was to identify an encircled target letter whose spatial position was varied across the displays. By controlling the subjects' attention and positional preferences and by avoiding end-effects for the dense displays, it was shown that acuity declined linearly with target distance for the densities 0, 5, and 10 elements per square degree. Density affected the acuity function's slope by making it steeper, while increasing density from 5 to 10 elements did not affect the slope further, suggesting that density only affects general visual load. Confidence ratings collected in the same experiment confirmed the recognition data. This report includes 12 references. (Author)

ED223249   IR010518

Brannstrom, Lauritz

Evaluating Visual Displays by Means of Judgment and Reproduction Methods. Umea Psychological Reports No. 152.

Umea Univ. (Sweden).

Spons Agency-Swedish Council for Social Science Research, Stockholm.

Pub Date 80

Note-13p.; For related documents, see IR 010 515-517.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Processes; College Students; *Evaluation Methods; *Patterned Responses; Psychological Studies; *Research Methodology; *Visual Measures; *Visual Perception; Visual Stimuli

Identifiers-Form Reproduction Task; Magnitude Estimations; Paper and Pencil Tests; Pattern Goodness; Selective Attention; *Stimulus Characteristics

The spatial layout of visual displays was evaluated by means of three magnitude estimation tasks and one reproduction task. Each stimulus display consisted of 16 randomly-drawn, two-digit numbers. Six different spatial layouts, or display types, were used: systematic vs. random spatial order of numbers; regular vs. irregular boundaries of the stimulus pattern; and spatially grouped vs. ungrouped numbers, representing spatial order to different extents. A videotape recorder and television monitor were used for stimulus display presentations, with subjects seated at desks in a shielded room in front of the monitors. Presentation time for each stimulus display was 1.25 seconds. Decreased redundancy of the spatial configuration of elements was reflected in lower estimations and reproduction scores. The tasks referring to visual aspects were quite sensitive to variations in spatial configuration, but even the tasks referring to content attributes were affected in a similar way. The ease of application, the reliability, and the sensitivity of the paper and pencil methods make them suitable for use to complement operational tests of visual displays. Ten references are provided. (Author/LMM)

ED223250 IR010526

ITFS Student Handbook.

California State Univ., Chico.

Pub Date 82

Note-26p.; For related documents, see IR 010 506, IR 050 010, and IR 050 018.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Closed Circuit Television; College Students; Educational Television; Higher Education; *Information Networks; Library Services; *Program Descriptions; *Student Personnel Services; *Telecourses

Identifiers-California State University Chico; *Distance Education; Instructional Television Fixed Service; Interactive Systems

This small handbook is intended to answer questions of students enrolled in the Instructional Television for Students (ITFS) program, a closed-circuit interactive television system of California State University at Chico. This guide provides general information on the ITFS system (officially designated Instructional Television Fixed Service), whereby classes originating on the Chico campus are simultaneously broadcast live to various ITFS sites within Northeastern California, and students watch the live television and interact with the Chico classes via telephone or radio. Academic programs available are summarized and procedures for obtaining additional information are provided. The ITFS classroom experience is described and suggestions are made about what students should expect. The attributes of successful ITFS students are outlined. Additional sections suggest study techniques, library services available, and use of those services. Information is provided on the following student services: admissions and records, advising and orientation, associated students, counseling and career planning, disabled student services, instructionally related activities, placement office, student development programs, student financial aid, student health center, and veterans affairs. A list of major offices and phone numbers completes the handbook. (LMM)

ED223251 IR050004

Basefsky, Stuart Mark

Bibliographic Citations and U.S. Government Publications: A Conceptual Analysis and Comparison of Style Manuals.

Pub Date Dec 79

Note-46p.; M.L.S. Thesis, University of North Carolina. Appendix p.1a and 1b will not reproduce.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Abstracts; *Citations (References); Databases; *Government Publications; Indexes; Information Retrieval; Microforms; Online Systems

Identifiers-*Document Location; *Style Manuals; Unpublished Materials

The author presents a conceptual analysis of the role of bibliographic citations in the control and retrieval of U.S. government publications, and a factual examination of citation forms for government documents as prescribed by eight major style manuals. A discussion of the general purpose of bibliographic citations and the relationship between their style and content, with content defined as the information needed to identify, distinguish, and locate documents, precedes comparisons between style manuals on the basis of their general statements on citation content and their specific directions for citation of government documents. Four inadequacies of citation formats for government documents as recommended by style manuals are identified, including their emphasis on style rather than adequate location content, their neglect of information referring to abstracting and indexing tools for the retrieval of government documents, their disregard of new document formats such as microforms and online database records, and their omission of information leading to unpublished or difficult-to-retrieve material. Further deficiencies of style manuals are reviewed and a statement of citation content for government documents emphasizing ease of location is suggested. An appendix provides specific citation examples for a congressional committee print and a bill. A nine-item bibliography concludes the publication. (ESR)

Stubbs, Kendon, Comp.; Buxton, David, Comp.
Cumulated ARL University Library Statistics, 1962-63 through 1978-79.
Association of Research Libraries, Washington, D.C.
Pub Date 81
Note-326p.
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-*College Libraries; Enrollment; Federal Aid; Higher Education; Interlibrary Loans; Library Acquisition; Library Collections; Library Expenditures; Library Materials; Library Personnel; Microforms; *Research Libraries; Salaries; Serials
Identifiers-Book Binding Expenditures; *Library Statistics; University Expenditures

This cumulation provides access to historical statistics of research libraries in the United States and Canada, not including non-university members of the Association of Research Libraries (ARL). The publication has been produced from a computerized data file and incorporates corrections to the annual editions of ARL statistics. An explanatory introduction precedes an alphabetical list of institutions included, with notations of institution, type, and region codes and year of joining ARL. Annual data are then presented for: (1) library collections in terms of total volumes, volumes added in the current year, total microforms, and current serials; (2) interlibrary loans including originals and photocopies borrowed and loaned; (3) expenditures for library materials, current serials, binding, total salaries, and other operating costs; (4) library personnel recorded by number of professional, non-professional, and student assistant staff, and beginning and median professional salaries; and (5) university statistics comprising total enrollment, graduate enrollment, Ph.D.'s awarded, a Ph.D. field code indicating number of subject fields in which Ph.D.'s were awarded, and amounts of federal support and total university expenditure. Figures are not available for all research libraries in each of the categories of data. Cautions relating to the use of ARL statistics are provided. (ESR)

Cookingham, Robert M.

Delivering Off-Campus Library Services in Northern California.

Pub Date Oct 82
Note-19p.; Paper presented at the Off-Campus Library Services Conference (St. Louis, MO, October 14-15, 1982). For related documents, see IR 010 506, IR 010 526, and IR 050 018.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Libraries; Educational Television; Extension Education; External Degree Programs; Higher Education; Interlibrary Loans; Library Automation; *Library Cooperation; *Library Extension; Library Networks; *Library Services; Online Systems; Reference Services
Identifiers-*California State University Chico; *Distance Education; Instructional Television Fixed Service; Online Public Access Catalogs

This paper describes the development of a library support system at California State University (CSU), Chico, which enables off-campus students who attend live television lectures transmitted from campus to have the same, or better, access to learning resources as on-campus students. Background information provided includes a description of the Instructional Television Fixed Service (ITFS) program, which transmits the lectures via a two-way audio and one-way video communications network. Discussion of the library extended support service, as it is evolving under the direction of a visiting librarian, focuses on three areas: (1) making all units of the university aware of library off-campus and on-campus services; (2) providing off-campus students with access tools or points, including not only printed and microform indexes, but also online bibliographic searching services and dial-up access to the library's computerized card catalog/circulation system; and (3) making materials available in the extended campus region, primarily through the interlibrary loan system. Cooperation with local libraries and the public library network in Northern California is stressed. (Author/ESR)

Robertson, Cameron D.
An Evaluation of CATALIST, 2nd Edition.
California State Library, Sacramento.
Spons Agency-Office of Libraries and Learning Technologies (ED), Washington, DC.
Pub Date 82
Note-60p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Libraries; Cataloging; *Computer Output Microfilm; *Interlibrary Loans; Library Cooperation; Library Networks; Microfiche; Online Systems; *Public Libraries; Questionnaires; Special Libraries; Tables (Data); *Union Catalogs
Identifiers-*California; Machine Readable Data

This evaluation of the California Title-Author List (CATALIST), second edition, a union catalog on microfiche published from computer output microform tapes which contains location records for approximately 700,000 titles held in 152 public, academic, and special libraries throughout California, is presented as a means of assessing progress to date and providing information for future planning for three interrelated statewide resource sharing projects involved in the creation and distribution of CATALIST: the California Database-Monographs Project, the Statewide Data Base Program, and the Finding List Project. The evaluation effort includes an analysis of the contents of CATALIST, a general survey of all 251 CATALIST users to obtain usage and effectiveness perceptions, and further collection of data from CATALIST users to ascertain the hit rate of all finding tools used during the interlibrary loan (ILL) search process. In terms of content, CATALIST is determined to be public library oriented. It is further shown that CATALIST receives widespread use in support of interloan services and that it is effective and easy to use. Areas for improvement, notably inclusion of more titles and more evenly distributed geographic coverage, and a variety of factors influencing the future of CATALIST are identified. The report concludes with three appendices: samples of the general survey and data collection forms, and a list of comments received on the impact of CATALIST upon ILL patterns of individual libraries or systems. (ESR)

ED223255 IR050012

Federal Information Systems Remain Highly Vulnerable to Fraudulent, Wasteful, Abusive, and Illegal Practices.

General Accounting Office, Washington, D.C.
Report No-MASAD-82-18
Pub Date 21 Apr 82
Note-42p.
Available from-U.S. General Accounting Office, Document Handling and Information Services Facility, PO Box 6015, Gaithersburg, MD 20760 (first five copies, free).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Automation; *Computers; *Confidentiality; *Federal Government; Federal Regulation; Information Networks; *Information Systems; Public Administration; Public Agencies; *Telecommunications
Identifiers-*Computer Security; General Services Administration; National Bureau of Standards; Office of Management and Budget; Office of Personnel Management

This evaluation of information security programs in the executive agencies of the U.S. federal government was requested by the Subcommittee on Government Information and Individual Rights, a part of the Congressional Committee on Government Operations. The report focuses on automated systems for personal, proprietary, and other sensitive information, particularly systems using telecommunication networks. Evaluation results indicate that a reasonable level of protection over information systems is not being provided. Accordingly, 10 recommendations for improvement are made. A glossary of terms precedes the five appendices which constitute the largest part of the report. These appendices comprise: (1) a review of the study's objectives, scope, and methodology; (2) a discussion of the automated information security problem; (3) an examination of four reasons why Office of Management and Budget (OMB) security guidelines do not provide sufficiently comprehensive policy and guidance to executive agencies; (4) an explanation of why central executive agencies are not effective in fulfilling their information security program responsibilities; and (5) a demonstration of the fact that senior agency management gives only limited support to automated information security programs. A diagram of telecommunication network vulnerabilities and a map illustrating the telecommunication networks of three civil federal agencies are provided. (ESR)

ED223256 IR050013

Martin, Elizabeth; And Others

Guidelines for Processing and Cataloging Computer Software for Schools and Area Education Agencies. Suggestions to Aid Schools and AEAs.

Iowa State Dept. of Public Instruction, Des Moines.
Pub Date 82
Note-15p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cataloging; Check Lists; *Computer Programs; *Learning Resources Centers; Microcomputers; School Libraries
Identifiers-Anglo American Cataloging Rules; Area Education Agency Media Centers; *Catalog Cards; *Floppy Discs

Based on definitions of a machine-readable data file (MRDF) taken from the Anglo-American Cataloging Rules, second edition (AACR2) and Standards for Cataloging Nonprint Materials, the following recommendations for processing items of computer software are provided: (1) base main and added entry determination on AACR2; (2) place designation of form of material after title; (3) base collation statement on AACR2; (4) include notation of any peripherals required to use the item; (5) include optional description of what software is designed to do and any accompanying materials; (6) catalog microcomputer software in the same manner as audio or visual material either accessioned or classified by Dewey Decimal Classification; (7) prepare a complete set of catalog cards; (8) include an optional description of teaching objectives; (9) store items in a box, bin, ring binder, or paper folder; and (10) affix property stamp to item and prepare check out card, card pocket, title labels, warning label, and optional copy of main entry card for attachment to binder or other package. Sixteen sample cards trace the processing and cataloging of items of computer software in the main section of this document. Additional guidelines for computer software entries for Area Education Agency Media Centers (AEAMCs) are also provided. (ESR)

ED223257 IR050014

Jackson, Eugene B.

Interrelationships among Librarians, Engineers, and Publishers in the Publication Process.

Pub Date 21 Jun 82

Note-21p.; Paper presented at the Annual Conference of the American Society for Engineering Education (90th, College Station, TX, June 21, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Editing; Engineers; Graduate Students; Higher Education; *Information Dissemination; *Librarians; Library Education; Library Extension; *Publishing Industry; Research and Development Centers; Research Reports; Scientific Personnel; Technical Writing; Writing (Composition)

Identifiers-University of Texas Austin

This paper advocates the involvement of librarians in the publishing process and examines the mechanics of that process. Concerns of librarians, engineers, and publishers are delineated, with examples taken from the internal and external dissemination of technical information by a major U.S. government research agency and various large industrial engineering groups. Two charts present information on the government agency's technical report procedure. There is mention of involvement in the publishing milieu on the part of library graduate students at the University of Texas at Austin, and a table listing specific student involvement is provided. The publication processes for two books--a monograph on industrial information systems coauthored by Eugene B. and Ruth L. Jackson, and a collection of essays on special librarianship edited by Jackson--are compared, and differences encountered in writing and editing works for publication are described. The paper concludes with tables listing the events leading to the publication of the two Jackson monographs. (ESR)

ED223258 IR050017

Griffiths, Jose-Marie; King, Donald W.

New Technology and the Public Library. Final Report and Executive Summary.

Spons Agency-Office of Libraries and Learning Technologies (ED), Washington, DC.
Pub Date 12 May 82
Note-141p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Cable Television; Check Lists; Library Administration; *Library Automation; Library Personnel; *Library Planning; Library Role; Library Services; Microcomputers; Online Systems; *Public Libraries; *Technological Advancement; Videotex; Word Processing
Identifiers-Electronic Document Delivery; Electronic Mail; Electronic Publishing; Information Transfer; Library Funding; Library Users; User Fees; User Needs; Videodiscs

This report presents current and potential library applications of new technologies, issues surrounding their introduction into public libraries, and activities suggested for use during the introduction procedure. A brief appraisal of the public library's role in the information transfer process precedes a review of library automation in acquisitions, cataloging, reference, circulation, and serial control activities. Increasing investment in computer, communications, and information technology on the part of publishers, database producers, and library users is discussed as well as the effect on libraries of electronic publishing, word processing, electronic mail, electronic document delivery, videodiscs, microcomputers, cable television, videotex, and teletext. An analysis of the issues involved in the introduction of new technology in public libraries concentrates on library funding and user charges, with shorter sections on questions of education and training, information quality control, copyright, invasion of privacy, and private/public sector relationships. Following a brief consideration of overcoming resistance to change, a planning outline for use in public libraries during the introduction of new technology is presented, which includes sections on how to get started, feasibility analysis and design, equipment selection and procurement, dealing with personnel and physical environment problems, and post-implementation evaluation. Sixty-one references, a glossary, and a list of consulting firms are provided. (ESR)

ED223259 IR050018

Cookingham, Robert M.

On Campus Benefits from an Innovative Extended Campus Library Services Program.

Pub Date 15 Oct 82

Note-19p.; Paper presented at the Off-Campus Library Services Conference (St. Louis, MO, October 14-15, 1982). For related documents, see IR 010 506, IR 010 526, and IR 050 010.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Libraries; *Educational Television; *Extension Education; External Degree Programs; Higher Education; *Library Extension; Library Instruction; *Library Services; Nontraditional Education; Videotape Recordings

Identifiers-*California State University Chico; *Instructional Television Fixed Service

Utilizing the experience of the library of California State University (CSU), Chico in servicing off-campus students who receive instruction via a two-way audio and one-way video communication network called the Instructional Television Fixed Service (ITFS), this paper examines the role that extended campus library services can play in the process of developing and refining on-campus library services. A brief description of ITFS precedes an outline of benefits which have accrued to the central library in the process of servicing the program. These benefits include: (1) greater library involvement of faculty members; (2) increased library awareness of student needs; (3) higher usage of online bibliographic searching; (4) improved collection access and development policies; (5) expanded bibliographic instruction to patrons in use of the library; and (6) enhanced library public relations activities. The library use of videotape recordings for ITFS is highlighted. Finally, consideration of the coordination of off-campus library services leads to recommendations that responsibility for such services be placed in an administrative office equivalent to an assistant director of the university library, and that this responsibility include services to all off-campus community groups involved with the library, particularly alumni. (Author/ESR)

ED223260 IR050019

Wells, H. Lea

Personnel Classification Systems in ARL Libraries. Kit 85.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

Pub Date Jun 82

Note-115p.

Available from-Systems and Procedures Exchange Center, OMS/ARL, 1527 New Hampshire Ave., N.W., Washington DC 20036 ($15.00, prepaid). Best copy available.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Libraries; Higher Education; *Job Analysis; Job Performance; Job Skills; *Librarians; Library Administration; *Library Technicians; *Personnel Evaluation; Personnel Policy; Personnel Selection; Promotion (Occupational); Records (Forms); *Research Libraries

Identifiers-*Job Classification; *Student Assistants

This publication is based on current personnel classification schemes collected from 74 library members of the Association of Research Libraries (ARL) in the spring of 1982. It is noted that there are many similarities among the schemes, with increased recognition of specialists, attempts to define positions in greater detail, and a growing interest in modifying schemes to make them more useful managerial tools for selecting and reviewing individuals and devloping performance. Concise summaries of classification systems for professional librarians, support staff, and student assistants in ARL libraries are provided. The main body of the kit consists of classification documents in use at 11 ARL member libraries. The documents are divided into three sections covering: (1) classification of librarians at Princeton University, Columbia University, and York University; (2) classification of support staff at University of Pittsburgh, University of Manitoba, University of California-Irvine, Southern Illinois University at Carbondale, University of Kentucky, University of Colorado, Northwestern University, and the New York Public Library; and (3) classification of student assistants at University of California-Irvine. Position classification forms, check sheets, and charts in use by libraries are included. An evaluation sheet for this ARL Systems and Procedures Exchange Center (SPEC) kit is provided. (ESR)

ED223261 IR050020

Soete, George

Public Services Goals and Objectives in ARL Libraries. Kit 84.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

Pub Date May 82

Note-119p.

Available from-Systems and Procedures Exchange Center, OMS/ARL, 1527 New Hampshire Ave., N.W., Washington, DC 20036 ($15.00, prepaid).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Libraries; Higher Education; Job Performance; Library Administration; Library Personnel; *Library Planning; *Library Services; *Objectives; Personnel Evaluation; Policy Formation; *Position Papers; Research Libraries

Identifiers-*Library Public Services

This publication is a collection of library public services policy statements, which were received in response to a survey of members of the Association of Research Libraries (ARL) in the fall of 1980, and additional recent statements. A concise summary of issues related to public services policies precedes the main body of the kit, in which 25 documents prepared at 10 university libraries are presented. The documents are divided into four sections: (1) excerpts from library mission and goals statements developed at the University of California-Riverside and University of British Columbia; (2) library public services goals and objectives statements from the University of Maryland, University of California-Berkeley, University of Georgia, and University of Tennessee-Knoxville; (3) policy statements for library public service units from Michigan State University, University of Michigan, and Arizona State University; and (4) statements of performance standards and evaluation from the University of California-San Diego and Arizona State University. A list of three ARL publications on library goals and objectives and an evaluation sheet for this ARL Systems and Procedures Exchange Center (SPEC) kit are provided. (ESR)

ED223262 IR050021

Mason, Marilyn Gell

Public Library Finance.

Spons Agency-Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date Nov 81
Note-122p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Financial Support; Information Services; *Library Expenditures; Library Role; *Library Services; *Public Libraries; *Public Support; Taxes; Technological Advancement
Identifiers-California; *Library Funding; Proposition 13 (California 1978); User Fees; West Virginia

This study reviews trends in public library finance; examines recent political, economic, and technological changes; and assesses the impact of these changes on public library services. A history of the public library in America is presented, as well as an analysis of the principles of economics and public finance which reveals that current funding of public libraries is endangered by the reduced fiscal capacity of local governments, and that political conditions limit support at state or federal levels. The emergence of information industries, based on rapidly developing computer and communications technologies, and their impact on public libraries are outlined. A review of the income, expenditures, services, and current status of public libraries suggests that the role of the public library is changing, and that there is a strong connection between the functions a library performs and its funding. Results of shifting patterns of public library support in California and West Virginia are examined and three options for future funding of public libraries are presented: continuation of the status quo, achievement of a balanced intergovernmental funding system, or increased use of fees for service. Recommendations for additional study and a 113-item bibliography on public library finance conclude the report. (Author/ESR)

ED223263 JC800479

Results of the Survey of Completers and Leavers: Vocational Programs, Only. Community Colleges.

Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.
Report No-IRACC-12
Pub Date Aug 80
Note-33p.; Some pages may be marginally legible when reproduced.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Graduates; College Transfer Students; *Dropouts; *Education Work Relationship; *Employment Patterns; Followup Studies; Majors (Students); Program Evaluation; Questionnaires; State Surveys; *Vocational Education; Vocational Followup; Wages
Identifiers-*Hawaii

In April 1980, Vocational Education Data System representatives at each of the seven community colleges in Hawaii surveyed students who, during 1978-79, graduated from vocational education programs or left these programs prior to graduation. Questionnaires were mailed to 6,629 former students, requesting information on current educational and/or employment status, soliciting suggestions to improve vocational education programs, and requesting permission to contact the respondents' employers for further information. In addition, data on sex, major, and educational objectives were obtained from college records. Findings, based on a 36% response rate, included the following: (1) 24% of the leavers and 19% of the graduates were continuing their education; (2) 76% of the leavers and 83% of the graduates were employed; (3) apprentices and health service majors had the highest employment rates; (4) 81% of the graduates and 56% of the leavers who were working full-time were employed in fields related to their training; and (5) although overall hourly pay was slightly higher for graduates employed full-time in a field related to their major than for leavers similarly employed, leavers had higher wages than graduates in the areas of business, food services, and technology. The study report includes the questionnaire, data tables breaking down responses by college, and respondent profiles by college. (KL)

ED223264 JC820065

Matuskey, Patricia Varan; Losiewicz, Joan Michele

Columbo in the Classroom: An LD [Learning Disability] Experience in the Community College Setting.

Pub Date 12 Nov 81

Note-9p.; Paper presented at the Annual Convention of the Florida Association of Community Colleges (32nd, St. Petersburg, FL, November 11-14, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Techniques; Community Colleges; *Diagnostic Teaching; *Learning Disabilities; Teacher Role; *Teaching Methods; Two Year Colleges; *Two Year College Students

Guidelines are provided for faculty working with learning disabled (LD) students in the community college. After introductory material, the LD student is described as an individual of average or above average intelligence who demonstrates a significant discrepancy between intelligence and performance level because of problems in taking in, organizing, remembering, and expressing information. Several behavioral characteristics of LD students are then enumerated, such as their difficulty in following multiple-step directions and inability to work independently. Sources of on-campus assistance are also suggested, including assessment centers, instructional resource facilities, and vocational rehabilitation or career counselors. Finally, a chart identifies specific learning problems, indicates what teachers should do to address them, and suggests appropriate instructional strategies. For example, it is recommended that in response to students' low reading level, teachers should focus on materials with low readability and high interest levels, using, for instance, rewritten technical materials, visual demonstrations, and peer reading. Among the other problems discussed are slow reading, short attention span, poor oral communication, difficulties with abstract ideas, slowness to grasp generalizations and solve problems, inability to make decisions, differences in time perception, poor visual perception, poor motor skills, organizational difficulties, dependency on one or two particular individuals, failure identity, and poor motivation. (KL)

ED223265 JC820442

Richardson, Allan, Comp.; And Others

The Evolution of Contemporary Values: Interdisciplinary Studies 110. Readings, Study Questions and Slide Lists.

Whatcom Community Coll., Bellingham, Wash.

Pub Date [82]

Note-70p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Community Colleges; *Course Content; Course Descriptions; Course Organization; *Cross Cultural Studies; Cultural Context; Cultural Differences; *Interdisciplinary Approach; *Social Values; Two Year Colleges

The course syllabus is provided for Whatcom Community College's 10-week interdisciplinary course, "The Evolution of Contemporary Values." Materials presented for the first week of instruction include the course outline; the course objective (i.e., to examine the nature and origins of a number of value systems in the contemporary United States via the disciplines of anthropology, art, literature, and psychology); course requirements and grading policies; and topics and instructions for the mid-term project. For the remaining weeks of the term, the syllabus indicates the readings to be completed and films and slide presentations to be viewed, and provides study questions relating the assignments to the major themes of the course. These themes are: (1) cultural influences on personality, life styles, and values; (2) the cultural role of myth and religion--non-western values through art; (3) the role of myth and religion in western and non-western value systems; (4) the family and sex roles; (5) views of sex roles, the family, the body, health, and disease; (6) views of aging, dying, and death from different cultural standpoints; (7) conflicts and differences between the values and institutions of various North American cultural groups; and (8) attitudes toward tradition and change. (HB)

ED223266 JC820466

Cohen, Arthur M.

Guiding the Educational Program.

Pub Date Sep 82

Note-38p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Education; *Administrator Role; College Planning; Community Colleges; *Community Education; *Compensatory Education; Credit Courses; *Curriculum Development; *Curriculum Problems; Remedial Programs; Transfer Programs; Two Year Colleges

A discussion is presented of the role of educational leaders in determining directions and priorities in the fields of community, compensatory, and collegiate education in the community colleges. The first section addresses the colleges' failure to integrate compensatory education fully within the curriculum and raises 10 agruments as to why this may bave been the case, including the cost, lack of faculty support, lack of articulation with secondary schools, faculty inability to teach literacy, too much experimentation, too few demands made of students, inconsistent standards, inappropriateness of tests, inadequate support services, and the inappropriateness of the community college as a place for developmental education. Each of these criticisms is examined, and counter-arguments are posed. The second section presents problems faced in community education, including difficulties of definition, changes in funding patterns, articulation with other programs, and lack of leadership. The third section considers collegiate education, examining the decline of courses and programs for which academic degree credit is offered, raising questions regarding the future of the transfer function, and presenting methods to strengthen college-level courses. Finally, the role of college leaders in addressing these problems of community, compensatory, and collegiate education is examined. (HB)

ED223267 JC820468

Hullett, Phyllis

1981-82 Gender Equity Report: Bakersfield College.

Bakersfield Coll., Calif.
Pub Date Jun 82
Note-61p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Agricultural Education; Allied Health Occupations Education; Business Education; Community Colleges; Consumer Education; Courses; Departments; *Enrollment Trends; *Females; *Males; Public Service Occupations; *Sex Fairness; Trade and Industrial Education; Two Year Colleges; *Two Year College Students; *Vocational Education

This summary of gender equity activities at Bakersfield College highlights six areas of vocational education, identifying courses that have more than 80% of one sex enrolled and examining changes in enrollments between 1980 and 1982. Introductory materials outline the purpose of gender equity activities in overcoming sex bias, stereotyping, and discrimination; provide national statistics that point to the need for expanded vocational opportunities for women; and illustrate the role of gender equity "bookkeeping" in observing changes in enrollment patterns over time. The next section identifies the six vocational education areas examined (i.e., agriculture, business, family/consumer education, health careers, industrial education, and public service) and outlines changes between 1980 and 1982 in the number of instructors, the number of classes offered, and student enrollments. The following section provides a breakdown of changes in the number of classes offered, in the number of male and female instructors, and in male and female enrollments by department. Then, tables are provided listing majors in which males and females each comprise at least 20% of the enrollments (N=106), those in which enrollments are more than 80% male (N=83), and those in which enrollments are more than 80% female (N=71). Finally, an enrollment summary is presented for each of the six vocational areas, including detailed data on enrollments by course within department. (HB)

ED223268 JC820488

Jenkins, Hobart G.

Development of Policy Options to Maximize Access to Community Colleges by CETA-Eligible Individuals.

Washington State Board for Community Coll. Education, Olympia.; Washington State Dept. of Employment Security, Olympia.

Pub Date [82]

Grant-41-10-1861

Note-43p.; Prepared with funds made available under the Comprehensive Employment and Training Act (CETA), Special Grants to Governors, Employment Security Department, Employment and Training Division.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Colleges; Declining Enrollment; *Economically Disadvantaged; Educational Opportunities; *Employment Programs; *Enrollment Influences; *Enrollment Projections; Enrollment Trends; State Surveys; *Student Financial Aid; Two Year Colleges

Identifiers-*Comprehensive Employment and Training Act; *Washington

In 1981, a study was conducted to predict the possible effects of increased tuition and enrollment limitations in Washington on the community college enrollment of persons eligible for Comprehensive Employment and Training Act (CETA) programs. Within four sample geographic areas, historical and projected data were collected from all CETA prime sponsors and matching community colleges. CETA sources were asked to provide data on the enrollment of CETA students in fall 1978, 1979, and 1980 in seven vocational program areas and to project community college enrollments for fall 1981 by program category. College sources were asked to provide information on the number of financial aid awards made to CETA-eligible students, who were not CETA supported, during fall 1979 through fall 1980; on enrollments in the seven program areas; and on projected enrollments and financial aid awards for fall 1981. The study report details methodology and presents findings with respect to CETA-referred enrollments; differences between trend line projections and vocational directors' estimates for vocational enrollments; CETA enrollment peculiarities; CETA-college relations; CETA training formats; combined training options; adult basic education and English as a second language problems; advisory groups; disadvantaged clientele; shared funding potentials; and referral estimates. In addition, study conclusions and policy and administrative options are discussed. Data tables and relevant documentation are appended. (KL)

ED223269 JC820492

Day, Mary

Characteristics of Honors Students. Maricopa Community Colleges, Spring 1981-82. Report No. 82-6.

Maricopa County Community Coll. District, Phoenix, Ariz.

Pub Date Jun 82

Note-12p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age; College Freshmen; Females; Full Time Students; *High Achievement; High School Graduates; *Honors Curriculum; Majors (Students); Males; Minority Groups; Part Time Students; *Student Characteristics; *Two Year College Students

The Maricopa County Community College District (MCCCD) instituted its honors program in spring 1981-82, enrolling a total of 194 students during the first term in honors courses offered at five of the colleges in the district. Almost 65% of the honors students were enrolled full-time, compared to 25% of all of the students in the district. While 54.5% of the students in the MCCCD were women, women represented 65.5% of the students enrolled in the honors courses. In general, the honors students were younger than the district population as a whole; however, a significant number of older students were also attracted to the honors program. Only 12 non-white students participated in the honors courses, although minority groups make up approximately 13.1% of the MCCCD student body and 19% of the population of Maricopa County. Compared to all MCCCD students, there was a greater percentage of honors students in the admission categories of "college transfer," "high school graduate," and "able and ambitious." Most of the honors participants (74.2%) were continuing students, 22.2% were new students, and 3.6% were former MCCCD students. Half of the honors students indicated that they were interested in transfer credit; 28.4% were interested in an occupational program; and 21.6% were interested in a general curriculum. Of the honors students, 55.2% had attended high school in Arizona and another 39.7% had attended high schools in other states. (KL)

ED223270 JC820498

Eldersveld, Paul J.

Mathematics on the Radio (You Have Got to Be Kidding).

Pub Date 82

Note-9p.; Paper presented at the National Conference of the League for Innovation in the Community College (Miami Beach, FL, September 29-October 1, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Business Education; Community Colleges; *Delivery Systems; *Educational Radio; *Mathematics Instruction; *Program Development; Two Year Colleges

The development of the College of DuPage's (CDP's) business mathematics course for delivery on CDP's FM radio station took place in four phases. After business mathematics was selected for radio delivery, tentative course specifications were written and discussed by a development team consisting of a mathematics instructor, a script writer from the radio-television production staff, and the Director of Instructional Design. Next, a study guide and script were prepared and reviewed by the mathematics and business faculties. The final phase was testing and validation. Course development required the preparation of various instructional materials: (1) a study guide consisting of 20 units, each to be covered during one 30-minute broadcast, and providing an overview, topic outline, unit objectives, list of key terms and concepts, reference list, unit outline, and homework exercises; (2) scripts, based on the study guide materials, in which a husband and wife study the unit together, helping each other and applying the problems to their daily lives; (3) supplementary materials; and (4) 4 tests covering the units. The course is coordinated by the CDP Learning Center which keeps student records, provides tutoring, maintains copies of the broadcasts, and serves as a testing center. A compatible development test, the use of good pedagogy and broadcast and production techniques, faculty involvement, sufficient time, adequate support staff, and a varied delivery process were keys to the development of an effective course. (KL)

ED223271 JC820499

Reed, Lester W., Jr.

Engineering Technologies and the Role of the Computer.

Pub Date May 82

Note-68p.; Paper presented at the 1982 Institute on Staff Development (Austin, TX, May 25-28, 1982).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Computers; *Computer Science; Curriculum Development; Educational Technology; *Engineering Education; *Engineering Technology; Faculty Development; Job Skills; *Technical Education; Technological Advancement; Two Year Colleges

This discussion of computers and their place in the field of engineering technology begins with an outline of the historical development and significance of computers, tracing advancements from the first generation of computers, which began to be produced in 1946, to current third-generation models; reviewing the current state of the art in computer technology; and projecting likely developments in the field. Next, the educational implications of computer technology are examined in terms of computer-assisted and computer-managed instruction and preparation of students to use computers in their chosen career. Next, a discussion of the field of engineering technology defines and sets forth the scope of the discipline, considers industrial occupational patterns, and looks at computer use in industrial technical areas for standard and special problem solving, data gathering and analysis, process control, and design and manufacturing support. Then, the paper focuses on the computer skills necessary in engineering occupations and on relevant equipment and software considerations. After a section on the effects of changes in computer technology on engineering faculty and on methods of updating faculty skills, such as short courses, workshops, and return to industry, the paper touches upon issues of curriculum development. The paper includes charts, illustrations, and a computer literacy questionnaire and answer key. (HB)

Muraski, Ed J.

A Needs Assessment to Determine Employment Needs in Monroe County, Florida.

Florida Keys Community Coll., Key West.; Monroe County School District, Key West, FL.

Pub Date [82]

Note-71p.; The Monroe County Planning Council also participated in the preparation of this study.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Community Colleges; Community Surveys; *Educational Needs; *Employer Attitudes; *Employment Projections; *Labor Market; Needs Assessment; Occupational Surveys; Questionnaires; School Business Relationship; Two Year Colleges

A study was conducted by Florida Keys Community College (FKCC) to determine employment needs in Monroe County as the basis for planning and revising programs at the college. Surveys were sent to a random sample of 475 employers, requesting information on the firm; the importance of programs offered in Monroe County by high schools, adult and employment programs, and FKCC in relation to employers' needs; the current number of workers employed and their job categories; and projected changes in employers' needs over the next five years. Survey responses from 42% of the employers indicated that the programs ranked highest in relation to employment needs were bookkeeping, accounting, secretarial, business administration and management, clerical, small business management, business mathematics, air conditioning and refrigeration, receptionist marketing and sales, auto mechanics, computer programming, registered nursing, checker/stocker, licensed practical nursing, electronics technician, and nursing aide. Current and projected employment opportunities in the county tended to be concentrated in the job categories of manager/administrator, clerical, computer operators and programmers, correction and law enforcement officers, emergency medical technicians, fire fighters and rescue personnel, nurses and nurses aides, retail sales clerks, secretaries, short-order cooks, and waitresses. The survey instrument and list of employers sampled are appended. (HB)

ED223273 JC820501

Groff, Warren H.

Computer Literacy: Data and Information Processing as the Core of the High Technology, Information Society.

Pub Date 4 Nov 82
Note-20p.; Paper presented at the 1982 Great Lakes Regional Conference of the American Technical Education Association (Toledo, OH, November 3-5, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Administration; College Curriculum; *College Planning; *College Role; Computers; Labor Force Development; *Postsecondary Education; Technical Institutes; *Technological Advancement; Technology Transfer

Our current transformation to a computer literate, high technology, information society has numerous implications for a new role for postsecondary education. To help define its own role, North Central Technical College (NCTC) has developed a strategic planning and human resource development model that specifies assumptions on which to base subsequent planning and then states goals and objectives. NCTC has used this model to project its data/word processing needs for the next several years and to implement an institutional commitment to computer literacy. Within postsecondary education as a whole, the implications of the coming information society can be seen with respect to both internal and external planning. Factors relevant to institutional planning include the increasing problem of illiteracy; changes that technological advancements have made in technical fields, such as engineering; the growing role of data and information processing in almost every occupational field; the professional preparation and continuing education of instructors in technical fields; the educator's new role as learning facilitator; and the expansion of institutional planning, management, and evaluation to include needs assessment, market analysis, environmental scanning and trend analysis. In the past, postsecondary education's relationship to the economy has been seen in terms of providing an educated workforce. The future will require a new proactive role in facilitating the transition to an information society. (KL)

ED223274 JC820503

The Impact of Nursing and Allied Health Professional Organizations and Accrediting Agencies on Community College Curricula. Proceedings of the Annual Conference of the National Council of Instructional Administrators (St. Louis, Missouri, April 4-7, 1982).

American Association of Community and Junior Colleges, Washington, DC. National Council of Instructional Administrators.

Pub Date 5 Apr 82

Note-33p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Accreditation (Institutions); *Accrediting Agencies; *Allied Health Occupations Education; Community Colleges; Literature Reviews; *Nursing Education; Program Evaluation; Two Year Colleges

The influence of professional accreditation on community college nursing and allied health curricula is discussed in these five papers. First, Robert Evans presents the community college viewpoint, distinguishing between general/institutional and programmatic accreditation, outlining the growth of programmatic accreditation, and citing as concerns the financial cost of specialized accreditation activities, the increasingly narrow focus of accrediting agencies, and the relationship between accreditation and program quality. Bernadine Hallinan then presents the nursing viewpoint, noting activities of the National League for Nursing in promoting nursing education, i.e., testing, consultation, continuing education, publications, research, and accreditation, and citing reasons for seeking program accreditation related to self-analysis, quality assurance, and career mobility of graduates. An accreditation viewpoint is expressed by John Fauser, who discusses the purpose of specialized accreditation and the responsibilities and current concerns of the Committee on Allied Health Education and Accreditation. Next, William MacLeod summarizes the three viewpoints and discusses the history of specialized accreditation, its purposes and concerns, and how accreditation issues may be addressed by accrediting agencies, the Council on Postsecondary Accreditation, and the institutions. Finally, Gladys Hatfield surveys current literature on specialized accreditation issues. (KL)

ED223275 JC820505

Lyons, Dave

Humboldt County Student Vocational Interest Survey.

Spons Agency-California Employment Development Dept., Los Angeles.; College of the Redwoods, Eureka, Calif.

Pub Date Jun 81

Note-72p.; Report prepared as part of the Humboldt County Labor Market Information Project and financed under the provisions of Title VII of the Comprehensive Employment and Training Act of 1973. Additional funds were provided by the Humboldt County Office of Education and State of California CETA Governor's Grant.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Career Counseling; *Educational Attitudes; High Schools; *High School Students; Student Attitudes; *Student Characteristics; Student Needs; Two Year Colleges; *Two Year College Students; *Vocational Interests

In 1981, a study was conducted by the College of the Redwoods to assess the vocational interests of high school and junior college students in Humboldt County. Using a cluster sampling approach, questionnaires were administered to 362 students at six county high schools and to 83 College of the Redwoods students. The survey instrument gathered information on students' sex, ethnic group, grade level, employment, future plans, influences on these plans, reasons for not continuing their education, hobbies and extracurricular activities, choice of classes, career interests, personal aptitudes and talents, desired job characteristics, counseling needs, grades, interest in educational and career planning assistance, transportation, and perceived need for basic skills assistance. Selected findings included the following: (1) students' own goals and interests were the primary influences on their plans, followed by parents' opinions; (2) outdoor work was considered most interesting by 18.8% of the students, followed by artistic careers and social service work, which attracted 12% of the respondents each; (3) 25.1% felt that their strongest aptitude was for general learning, while 16.7% felt strongest in manual dexterity; (4) 35.3% felt they needed help in mathematics, while 18.8% wanted help in reading and writing; (5) working with people was cited most frequently as an important job quality; and (6) students felt financial aid assistance was their greatest counseling need. The questionnaire is appended. (KL)

ED223276 JC820506

Lyons, Dave

Humboldt County Employer Survey.

Pub Date Jun 81

Note-139p.; Report prepared as part of the Humboldt County Labor Market Information Project and financed under the provisions of Title VII of the Comprehensive Employment and Training Act of 1973.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Employer Attitudes; Employment Level; *Employment Opportunities; *Employment Programs; Employment Projections; Inplant Programs; *Job Training; Needs Assessment; *Nonschool Educational Programs; On the Job Training; Questionnaires; Staff Development; Surveys; Two Year Colleges

Identifiers-*California (Humboldt County); *Comprehensive Employment and Training Act

A project was undertaken in Humboldt County to collect information from large and small businesses in the areas of agriculture, mining, manufacturing, transportation, wholesale and retail, finance, services, and public information with respect to their employee requirements and needs. In all, 451 firms were surveyed to determine the size of the firm; expected job openings; the variety of entry-level positions available; preferred employee characteristics; desired training programs; whether the firm had worked with Comprehensive Employment and Training Act (CETA) agencies, the Humboldt Regional Occupational Program (HROP), or the College of the Redwoods; the hiring and performance of clientele from these agencies; and staff development programs offered. Findings, based on an 89.8% response rate, revealed that: (1) 22% of the firms had trained CETA workers and 20.1% had trained HROP clientele; (2) 32.8% had only one entry-level position in their business, 27.8% had two positions, and 21.6% had three positions; (3) 40.2% of the entry-level positions were in the clerical and sales category; (4) 16.2% of the firms provided classroom training for entry-level employees and 31.5% offered staff development programs; and (5) 54.8% indicated that their firm would participate in workshops and continuing education courses. The study report provides responses to open-ended questions, additional respondent comments, manufacturing firms' responses to economic questions, and the questionnaire. (HB)

ED223277 JC820513

Identifying and Assisting Transfer Students: Survey of Current Policies and Practices. California Community Colleges.

California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date Sep 82
Note-42p.
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Advising; Administrative Policy; *Articulation (Education); College School Cooperation; *College Transfer Students; Community Colleges; *Educational Counseling; Intercollegiate Cooperation; Questionnaires; State Surveys; Student Educational Objectives; *Student Personnel Services; Teacher Role; Two Year Colleges
Identifiers-*California

In 1982, a study was conducted by the Chancellor's Office of the California Community Colleges to determine the policies and practices that guide the state's community colleges in identifying and assisting potential transfer students. A questionnaire was distributed to all 106 community colleges, seeking information on social programs/activities to identify and assist potential transfers; the success of these activities; faculty role in facilitating transfer; required individual or group advisement; articulation efforts with other educational levels; and recommendations for improvements in current practices. Survey findings, based on an 85% response rate, included the following: (1) 66% of the colleges had special mechanisms to identify potential transfers, with the most common being self-designation on college forms and counseling at registration; (2) while 38% of the colleges felt it was the student's responsibility to identify him/herself as a transfer student and obtain the appropriate services, 29% reported that faculty, counselors, and administrators encourage students in the course of their studies; (3) the most common forms of assistance were counseling services and "college days or nights"; (4) 34% of the colleges felt that a more formal matriculation procedure would improve the identification of potential transfers; and (5) 69% of the schools had formal articulation agreements with four-year institutions and 52% had regular liaisons with local high schools. The questionnaire is appended. (KL)

ED223278 JC820514

Gilbert, Russell; Delaino, G. Thomas

Articulation Research System: A New Direction in Curriculum Evaluation. User's Manual.

Santa Fe Community Coll., Gainesville, Fla.

Spons Agency-Florida State Dept. of Education, Tallahassee.

Pub Date 82

Note-55p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Academic Achievement; Articulation (Education); *College Transfer Students; Community Colleges; Curriculum Evaluation; *Databases; Higher Education; *Information Retrieval; Information Storage; Information Utilization; *Management Information Systems; Online Systems; State Universities

Identifiers-*Articulation Research System; *Florida

This user's manual explains the Articulation Research System (ARS), which was created by Santa Fe Community College, and its database. As introductory material notes, the ARS was designed to: (1) follow former community college students through their bachelor's degree programs in the Florida State University System (SUS); (2) compare student performance in community college coursework with related upper-division coursework; (3) be usable by other Florida community colleges using varying student record formats; and (4) be usable by curriculum evaluation administrators. After the manual's introduction covers the background and hardware requirements of the system and provides an overview of the ARS and the use of the manual, the next section describes the three ARS files: the ARS database, community college history files, and SUS files. The following section focuses on the program, format, and documentation libraries of the ARS. After a description of operating procedures for adding and changing data, obtaining special reports, and maintaining the ARS libraries, the manual examines the Curriculum Evaluation Product, which permits the comparison of performance in community college and upper-division courses. The final sections focus on system output, ad hoc reporting, and ARS catalogued procedures. Appendices present student history data elements, provide a non-technical explanation of operating ARS, review the ARS data elements, and present the Statewide Course Numbering System for discipline areas. (KL)

ED223279 JC820516

Plan for Obtaining Community College Transfer Student Information.
California State Postsecondary Education Commission, Sacramento.
Pub Date 18 Feb 80
Note-56p.; For related document, see JC 820 517.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement; Academic Persistence; Admission Criteria; Articulation (Education); *College Transfer Students; Community Colleges; Data Collection; Eligibility; Enrollment Trends; Postsecondary Education; *Research Problems; State Surveys; State Universities; *Statewide Planning; Student Characteristics; *Terminal Students; Transfer Programs
Identifiers-*California

In response to a request from the California state legislature, a plan is proposed for obtaining information on the number of community college students eligible to transfer to the University of California and the California State University; the characteristics of those students who do and do not transfer; and the persistence and performance of transfer students. First, data on student transfers from earlier studies and the assumptions underlying the plan are outlined. The subsequent sections detail the conditions of eligibility to enter California universities as a freshman or transfer student; indicate the areas in which information on eligibility is not available; and present a plan for obtaining information from high school and community college records. Next, a comparison is provided of students who do and do not transfer on the basis of results of a 1978 survey, and a plan for developing a profile of community college transfer students is presented. The next section discusses persistence and performance rates of transfer students, difficulties in obtaining information on students who drop out within a year, and the problems of comparing transfer and native four-year college students. In addition, programs instituted in the universities to provide information on transfer students to the community colleges are examined. Finally, after a timetable for the plan's implementation is presented, solutions proposed to overcome barriers to transfer are summarized. Appendices provide detailed student transfer information. (HB)

ED223280 JC820517

Report on the Implementation of a "Plan for Obtaining Community College Transfer Student Information."

California State Postsecondary Education Commission, Sacramento.
Pub Date Apr 81
Note-45p.; For related document, see JC 820 516.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement; Academic Persistence; Admission Criteria; Articulation (Education); College Students; *College Transfer Students; Community Colleges; Data Collection; Eligibility; *Enrollment Trends; *Research Methodology; *Research Problems; State Surveys; State Universities; Statewide Planning; Student Characteristics; *Terminal Students; Transfer Programs; Two Year College Students
Identifiers-*California

This report summarizes the progress made between 1980 and 1981 in the implementation of a plan to gather a variety of information about community college transfer students in California. After background on the adoption of the plan is provided, its underlying assumptions and objectives are outlined. Next, progress made in ascertaining the number of community college students eligible to transfer to the University of California (UC) and the California State University (CSU) is detailed. After concluding that it is not possible for community colleges to provide a random sample of high school transcripts for first-time, full-time freshmen that could be used in estimating eligibility for university transfer, the report discusses alternative methods for obtaining this estimate. Next, UC and CSU efforts to establish profiles of transfer students that could be compared with profiles of transfer and non-transfer community college students are discussed. The next sections discuss current sources of information about the performance and persistence of transfer students; concerns related to longitudinal comparisons of transfer students and native university students; and the data on transfer students provided by independent institutions in the state. Finally, information obtained since the publication of the plan in 1980 is provided with respect to rates of transfer, student characteristics, and persistence and performance data. Appendices provide transfer student data and relevant documentation. (HB)

ED223281 JC820518

College Transfer Guidelines.
Missouri State Dept. of Higher Education, Jefferson City.
Pub Date Apr 80
Note-21p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Articulation (Education); Associate Degrees; College Credits; Colleges; College Transfer Students; Community Colleges; Definitions; Postsecondary Education; *Statewide Planning; *Transfer Policy; *Transfer Programs; Universities
Identifiers-*Missouri

Based on a review of Missouri statutes, prior articulation statements, articulation policies in other states, and relevant professional literature, this report offers guidelines to promote and facilitate the transfer of students between institutions of higher education in Missouri. After introductory material discusses the articulation process between two- and four-year institutions, definitions are provided of key terms, including associate of arts, science, and applied science degrees; general education requirements; baccalaureate degree majors; degree programs; lower- and upper-division student status; introductory and specialized courses; and eight transfer student categories. Following a statement of the applicability of the guidelines to public colleges and universities and to the independent sector, guidelines are presented for: (1) freshman and sophomore study and general education requirements; (2) course prerequisites, majors, and degree requirements; (3) teacher education certification; (4) change in major or degree objective; (5) transfer of associate degree programs, non-degree transfers, and transfer of grades; and (6) credit by examination, experiential learning, and pass/fail credit. Next, other considerations for students are discussed in relation to admission, catalog information, academic records, and state certification requirements. Finally, the procedure for the review of the guidelines by a committee on transfer and articulation is outlined. (HB)

SUNY Community College Graduates: Their Futures. Analysis Paper No. 822.
State Univ. of New York, Albany. Office for Community Colleges.
Pub Date Jun 82
Note-9p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Associate Degrees; *College Graduates; *College Transfer Students; Community Colleges; Educational Certificates; *Employment Patterns; Followup Studies; State Surveys; Two Year Colleges
Identifiers-*New York

In 1981, each of the 30 State University of New York (SUNY) community colleges collected follow-up data on its 1980 graduates, using varying survey instruments. Overall findings, based on a statewide response rate of 72%, included the following: (1) 90.2% of the respondents had either transferred to a four-year college or found employment; (2) of the remaining respondents, over half were not seeking employment; (3) 59% of the respondents with an associate in arts (AA) degree and 58% of the respondents with an associate in science (AS) degree transferred successfully to a four-year institution; (4) 34.9% of the AA respondents and 41% of the AS respondents went to work directly after graduation; (5) 29.9% of the respondents with associate in applied science (AAS) degrees transferred and 57.8% obtained immediate employment; (6) 21.9% of those with associate in occupational science (AOS) degrees transferred and 68% obtained employment; (7) nearly 26% of the certificate program respondents transferred, with 58.1% attaining employment; and (8) 90.7% of the diploma graduates obtained immediate employment. The study report includes findings, based on data from selected schools, with respect to salaries, employers, relationship of job to field of training, geographic mobility of respondents, and jobs with high placement potential. (KL)

The Economic Impact of SUNY Community Colleges. Analysis Paper No. 823.

State Univ. of New York, Albany. Office for Community Colleges.
Pub Date Sep 82
Note-6p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges; *Economic Factors; *Educational Economics; Evaluation Criteria; *Evaluation Methods; Expenditures; Income; *School Community Relationship; State Surveys; Two Year Colleges
Identifiers-*Economic Impact Studies; *New York

A complete assessment of the impact of community colleges should not only focus on primary college missions, but also on the economic impact of the colleges on their local communities and the state. In calculating the economic impact of the community colleges of the State University of New York (SUNY), three assumptions should be made: (1) expenditures by the colleges and their members and revenues and services generated by the colleges' presence have a significant impact on the local economy; (2) in most cases, SUNY community colleges that conducted formal impact studies (less than 50% of the schools) found that they had an annual positive economic impact that approximated their annual budget; and (3) statewide economic impact is impossible to measure since most dollars spent in conjunction with college operations originate and remain in state. An individual college seeking to determine its economic impact should systematically estimate the financial transactions of the college itself and its faculty, staff, and students. The most basic of these estimates are first-round impact measures. In the public sector, these should take into account government funds and services, monies charged back to other counties, and taxes paid by the college and its constituents. In the private sector, data should be collected on the direct expenditures of the college and its members. Estimates should also be made of the secondary impact of college expenditures with respect to employment opportunities, secondary demand for goods and services, and additional taxes paid by businesses and their employees. Impact studies provide evidence for taxpayers and legislators to justify investment in community colleges. (HB)

ED223284 JC820521

Crandell, Dorothy

The Career Development Network. Final Report. Executive Abstract.

State Univ. of New York, Albany. Office for Community Colleges.

Pub Date Sep 81

Note-27p.; Funded by a Governor's Grant under the Comprehensive Employment and Training Act.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Agency Cooperation; Basic Skills; Community Colleges; *Cooperative Programs; Economically Disadvantaged; *Employment Programs; *Outcomes of Education; *Participant Satisfaction; Program Descriptions; Program Evaluation; *Remedial Programs; Two Year Colleges

Identifiers-*Comprehensive Employment and Training Act; *New York

A description, analysis, and evaluation are provided of the Career Development Network (CDN), a collaborative project involving 6 State University of New York (SUNY) community colleges, 7 Comprehensive Employment and Training Act (CETA) prime sponsors, the New York Department of Labor, local program centers and social service agencies, and about 800 participant-students. The CDN's purposes were to provide specific services to CETA-eligible clients, especially in the areas of employment skills and basic skills training, and to create linkages between the colleges and CETA sponsors. After introductory material provides an overview of the CDN project and its evaluation, the context of the project's development, the needs that it sought to address, and its goals are outlined. Students needs are also discussed. Next, information is presented on the roles of and linkages between the individuals and institutions connected with the project. Then, the report discusses the process of program development, the keys to the success of the CDN program, and the development of and staff and student reactions to instructional materials. The following section outlines the performance goals of the project and the level of success achieved in attaining them, as well as student and staff perceptions of the project's outcomes. Finally, the CDN evaluation design is presented in terms of context, input, process, product, and instrumentation. Additional materials provide data on student enrollments, placements, terminations, and characteristics. (HB)

ED223285 JC820523

Shirazi, Annmarie

Institutional Research: Fiscal Year--1982.

South Oklahoma City Junior Coll., Okla.

Pub Date 82
Note-184p.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-College Choice; College Graduates; College Transfer Students; Community Colleges; Day Students; Dropouts; Enrollment Influences; *Enrollment Trends; Evening Students; Followup Studies; Institutional Research; Questionnaires; Two Year Colleges; *Two Year College Students

These 16 institutional research monographs summarize major research efforts at South Oklahoma City Junior College (SOCJC) during fiscal year 1982. The research monographs cover: (1) current educational and employment activities of 1980 graduates of SOCJC; (2) national trends in finance, enrollments, programs, and faculty at two-year colleges; (3) student evaluations of Saturday services; (4) evaluation of the Learning Resources Center by Saturday students; (5) fall enrollment trends; (6) preferred time schedules of day students; (7) graduation rates at SOCJC compared to other two-year colleges; (8) withdrawal rates during spring 1981 and the attitudes and characteristics of withdrawing students; (9) influences on students' decisions to enroll at SOCJC; (10) October 1982 enrollments compared with enrollments in October 1980 and 1981; (11) American College Testing Program scores of students in fall 1981; (12) fall 1981 withdrawal rates, causes, and withdrawing student characteristics; (13) enrollment comparisons for spring 1976 to spring 1982; (14) enrollment patterns, transfers, and educational backgrounds of SOCJC students; (15) follow-up of non-returning students in fall 1981 and spring 1982; and (16) enrollment comparisons based on time of day attendance. Survey instruments are included where appropriate. (KL)

ED223286 JC820525

Ellison, Nolen M.

Managing and Financing Urban Community Colleges in the '80s: The Case for Strategic Management.

Cuyahoga Community Coll., Cleveland, Ohio.

Pub Date 9 Mar 82

Note-21p.; Paper presented at the National Urban Community College Conference (Detroit, MI, March 7-9, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Organization; *Administrative Problems; Administrator Role; *College Planning; Community Colleges; *Educational Administration; *Educational Planning; Futures (of Society); Organizational Change; Organizational Objectives; Policy Formation; Two Year Colleges

Identifiers-*Strategic Management

New approaches to planning and management will be required in the 1980s if community colleges are to deal with the challenges posed by declining enrollments and funds and changing public attitudes toward financing higher education. In the past two decades, management development and college planning have emphasized the creation and expansion of institutions and the establishment of a managerial infrastructure; however, to cope with the challenges of the educational environment of the 1980s a new strategic management approach will be necessary. Strategic management involves the generation and implementation of strategies for the investment of institutional resources in activities aimed at promoting organizational growth. Its basic elements include environmental analysis and forecast of conditions relevant to the institution; an internal resource audit; and the formulation, selection, and implementation of strategies and objectives. For 3 years, strategic management has been tested at Cuyahoga Community College (CCC), with emphasis on the central role of college leadership in the planning process; alternatives to comprehensive master planning; and the integration of planning and budgeting processes. Among the outcomes of the formal and informal implementation of this approach have been the exploration of linkages between economic development and higher education and the creation of a comprehensive job/career skills training center. (HB)

ED223287 JC820526

Joy, Carla M.

World Civilization (HIS 111): A Learning Adventure into the Emergence of Man in Society.

Denver Community Coll., Colo.
Pub Date Jul 81
Note-57p.; For a related document, see JC 820 527.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Colleges; *Course Content; Course Descriptions; *Course Objectives; *Non Western Civilization; Two Year Colleges; *Western Civilization; *World History

A course outline is provided for students enrolled in the first semester of a world civilization course developed at the Red Rocks campus of the Community College of Denver. First, course guidelines present reasons for studying world civilization and specify instructional goals, course materials, and prerequisite knowledge and skills. Next, a rationale is provided for the reflective-inquiry approach to learning used in the course, followed by suggestions for completing the seven learning units which make up the course. After specifying course evaluation methods, the outline presents the seven learning units which focus on: (1) primal man; (2) the agricultural revolution; (3) the geneses of civilizations; (4) the growth of civilizations; (5) the renaissance; (6) the birth of the modern world; and (7) the scientific revolution. For each learning unit, the outline provides a perspective on the topic from the standpoint of an appropriate discipline; the learning goals of the unit; a brief statement underscoring the importance of the topic or period in question; and student tasks and learning objectives related to these tasks. A student profile sheet, deadline dates for assignments, world history map guides, and world history guides and bibliographies are included in the course outline. (HB)

ED223288 JC820527

Joy, Carla M.

World Civilization (HIS 112): A Learning Adventure of Man's Journey into the Modern World.

Denver Community Coll., Colo.

Pub Date Jul 81

Note-61p.; For a related document, see JC 820 526.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Community Colleges; *Course Content; Course Descriptions; *Course Objectives; *Non Western Civilization; Two Year Colleges; *Western Civilization; *World History

A course outline is provided for students enrolled in the second semester of a world civilization course developed at the Red Rocks campus of the Community College of Denver. First, course guidelines present reasons for studying world civilization and specify instructional goals, course materials, and prerequisite knowledge and skills. Next, a rationale is presented for the use of a reflective-inquiry approach to learning in the course, followed by suggestions for completing the six units that make up the course. After specifying course evaluation methods, the outline presents the six learning units which examine: (1) the age of revolution; (2) the age of progress; (3) the First World War; (4) the Second World War; (5) modern genetics; and (6) the future. For each learning unit, the course outline provides a perspective from the standpoint of an appropriate discipline; the learning goals of the unit; a brief statement underscoring the importance of the period or topic in question; and student tasks and learning objectives related to these tasks. A student profile sheet; deadline dates for assignments; guides to world history books, periodicals, and videocassettes; and bibliographies are included in the course outline. (HB)

ED223289 JC820528

Bers, Trudy

Follow-Up Study of Students Enrolled in Developmental Communications, Fall 1981.

Oakton Community Coll., Des Plaines, IL. Office of Institutional Research.
Pub Date Oct 82
Note-16p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Persistence; Community Colleges; Developmental Studies Programs; Followup Studies; *Grades (Scholastic); High Risk Students; *Remedial Instruction; Scores; Student Characteristics; Student Placement; Two Year Colleges; *Two Year College Students

As a continuation of a study of the effects of mandatory student placement in communications courses at Oakton College, a follow-up study was conducted of students enrolled in Communications 051, a developmental course. The study sought to assess the patterns of behavior of students enrolling in developmental communications courses, completion rates, and the correlation of course performance with standardized placement test scores. An analysis of the records of a random sample of 136 of the 410 students enrolled in Communications 051 in fall 1981 revealed that: (1) 92% of the sample were under 25 years of age and two-thirds were enrolled in four or more courses; (2) the majority of students enrolled in the course had below college-level scores on the Nelson-Denny and Educational Testing Service (ETS) tests; (3) half of the students enrolled in the course received a passing grade; (4) a substantially higher proportion of the Communications 051 students received non-passing grades in fall 1981 than of the student body in general; (5) 74% of the students in the sample continued at Oakton in spring 1981, as compared with 61% of the entire student body; (6) while Communications 051 students tended to have higher than average completion rates in Communications 101 (84% compared to the overall course completion rate of 76%), they tended to earn fewer high grades in the course; and (7) neither the Nelson-Denny nor ETS tests predicted academic performance as measured by grade point average. (HB)

ED223290 JC820532

Jay, Thomas S.; Gose, Frank J.

A National Curricular Needs Assessment for a Unique Community College Program.

Pub Date 27 Oct 82

Note-27p.; Paper presented at a Joint Conference of the Rocky Mountain Association for Institutional Research and the Regional Society for College and University Planning (Tucson, AZ, October 27-29, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Colleges; *Curriculum Development; *Curriculum Evaluation; *Educational Needs; *Employer Attitudes; Job Skills; National Surveys; Occupational Surveys; Program Content; Teaching Methods; *Trade and Industrial Education; Two Year Colleges

Identifiers-*Gunsmithing; *Yavapai College AZ

In 1981, a nationwide survey of gunsmithing professionals was conducted to provide information for the revision of Yavapai College's gunsmithing program. The survey was motivated by serious problems with the existing program, including high costs, low enrollment and completion rates, little instructional continuity, and disagreement within the college about curriculum design and program outcomes. A total of 224 professional gunsmiths were surveyed and asked to rate the importance of basic gunsmithing skills; indicate how much training should be lab and how much lecture; indicate how many hours a 2-year program should consist of and how many of these hours should be devoted to on-the-job training; provide salary information; and rate the importance of courses currently required in Yavapai's program and suggest additional courses. Results, based on a 42% response rate, indicated that: (1) lathe work, finishing, chamber and barrel work, and buffing were the most important basic skills; (2) 47.6% of the respondents felt that the proportion of class to lab time should be 20% to 80%; (3) 26.2% felt a 2-year program should consist of 2,000-2,999 hours of course work; and (4) the most important courses offered by the college were seen to be machine shop and gunsmithing practices. Based upon the findings a number of curriculum revisions were implemented and additional recruitment activities initiated. These efforts resulted in increases in enrollments and inquiries about the program. The questionnaire and detailed responses are appended. (HB)

ED223291 JC820533

Greene, William

The Florida Collegiate Consortium for International/Intercultural Education: Five Years of Progress.

Florida Collegiate Consortium for International/Intercultural Education.
Pub Date Nov 82
Note-8p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Consortia; *Cooperative Programs; *Intercollegiate Cooperation; *International Studies; *Multicultural Education; *Organizational Objectives; Postsecondary Education; Study Abroad
Identifiers-*Florida

In 1977, the Florida Collegiate Consortium for International/Intercultural Education was established to provide a coordinated approach to international education within the state. The consortium is governed by a board of directors, composed of the presidents of member institutions, and a steering committee, made up of representatives chosen by board members. The purposes of the consortium are to provide international/intercultural learning experiences for students in the participating colleges; to conserve limited resources through cooperative efforts and the maintenance of a common catalog of information on courses, programs, and activities; to facilitate the transfer of credits among member institutions; to increase awareness of international education and its quality; and to serve as liaison between national organizations and institutions. Between 1977 and 1982, the consortium expanded from 6 community colleges to 15 colleges and universities, which together enroll 60% of the college student population in the state. Major accomplishments of the consortium during this period included the development of a study abroad program in Jamaica, cooperative arrangements whereby programs sponsored by a member college are open to other members' students, and sponsorship of legislation in support of international education. A joint program with Quebec's government and a review of policies for overseas academic programs are among the activities planned by the consortium. (HB)

ED223292 JC820534

Knoell, Dorothy M.

California College-Going Rates: 1981 Update.

California State Postsecondary Education Commission, Sacramento.

Pub Date 12 Dec 82

Note-66p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-College Bound Students; College Freshmen; *College Students; *College Transfer Students; Community Colleges; *Enrollment Rate; *Enrollment Trends; *Ethnic Distribution; Females; Local Norms; Males; Minority Groups; Postsecondary Education; State Surveys; State Universities; Student Characteristics; Two Year College Students

Identifiers-*California

In California, studies of the flow of students from high schools to public postsecondary institutions and from community colleges to four-year colleges have been conducted annually since 1978. These studies have sought to identify trends in college-going rates; examine the gains and losses in these rates experienced by various counties in light of statewide trends; compare the ethnic distribution of high school graduates with that of first-time college freshmen; and to examine trends in community college transfer, comparing the ethnic distribution of transfers to that of first-time community college freshmen. Highlights of the 1981 study included the following: (1) college-going rates for recent high school graduates increased for the University of California, remained the same for the California State University, and decreased slightly for the community colleges; (2) the percentage of males enrolled as first-time freshmen in each segment of public higher education was slightly smaller than that of females; (3) the percentage of Hispanics continued to be smaller in the distribution of first-time freshmen than in the distribution of high school graduates, while the reverse was true for Blacks, Asians, American Indians, and Filipinos; and (4) the flow of community college transfers to independent institutions appeared to be declining. The bulk of the report consists of data tables, showing the flow of transfers, college-going rates by county and year, and sex and ethnic distributions. (KL)

ED223293 JC820536

Slark, Julie; Bateman, Harold

Follow-Up Survey of Former SAC Students Who Transferred to a Four Year College.

Santa Ana Coll., CA. Institutional Research Office.

Pub Date Jun 82
Note-39p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Credits; College Environment; *College Transfer Students; *Community Colleges; Followup Studies; Graduate Surveys; *Participant Satisfaction; Postsecondary Education; *Program Evaluation; Questionnaires; State Universities; *Student Attitudes; *Student Characteristics; Student College Relationship; Student Personnel Services

In 1982, a follow-up study was conducted of Santa Ana College (SAC) graduates who had transferred to and were currently attending four neighboring four-year colleges: California State University, Fullerton; California State University, Long Beach; California Polytechnic University; and the University of California, Irvine. Surveys were mailed to 1,118 SAC graduates, soliciting information on their reason for attending SAC, their awareness and evaluation of student services, transfer of SAC credits, their assessment of their preparation for upper-division work, and their impressions of student life at SAC. Additionally, demographic and performance data were collected from SAC records. Study findings, based on a 46% response rate, included the following: (1) 62% of the respondents were between the ages of 20 and 29 and 17% were in their 30s; (2) 51% of the respondents had completed more than 60 units at SAC; (3) 31% had grade point averages (GPA's) between 2.6 and 3.0, and 32% had GPA's over 3.0; (4) most respondents had attended SAC primarily because it was close to home and inexpensive; (5) most respondents rated SAC's student services as average or better, with the library receiving the highest evaluations; and (6) 61% felt that they were prepared at SAC for academic work at their four-year college. The study report breaks down findings according to survey questions and includes student comments on their academic preparation and SAC student life. (KL)

Barbarita, Juana
Affirmative Action Guidelines.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date Dec 82
Note-27p.; Discussed as Agenda Item Number 5 at the meeting of the Board of Governors of the California Community Colleges (San Francisco, CA, December 9-10, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Affirmative Action; *Community Colleges; Employment Practices; *Equal Opportunities (Jobs); Minority Groups; Personnel Policy; Personnel Selection; *Racial Composition; Recruitment; *Sex Fairness; *State Legislation; State School District Relationship; Two Year Colleges
Identifiers-*California Adminstrative Code Title 5

Clarifying guidelines are presented for use by California community college districts in interpreting Title 5 of the California Administrative Code, which requires the adoption of employee affirmative action plans, including goals and timetables to increase the number of ethnic minorities and women in district employment. Following material on the legislative background of Title 5 and on the development of the guidelines in response to district requests, the report presents the entire chapter of Title 5 dealing with affirmative action integrated with explanatory guidelines. Subchapter 1 provides information on the rationale for and intent of affirmative action and defines key terms, such as "affirmative action plan," "business necessity," "protected groups," and "sexual harassment." In addition, this subchapter covers district affirmative action policy and plans, district evaluation and reports to the Chancellor, and minimum standards. Subchapter 2 deals with the responsibilities of the Chancellor with respect to assistance, reporting, and evaluation. Finally, subchapter 3 delineates district responsibilities in areas including affirmative action plan implementation, recruitment, job announcements, applicant pools, screening and selection procedures, handicapped employees, sexual harassment policy, complaint procedures, workforce and utilization analyses, corrective action, goals and timetables, and affirmative action advisory committees. (KL)

ED223295 JC820538

McIntyre, Chuck

Comprehensive Planning.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date 10 Dec 82

Note-25p.; Discussed at the meeting of the Board of Governors of the California Community Colleges (San Francisco, CA, December 9-10, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Accreditation (Institutions); *College Planning; *Community Colleges; Evaluation Methods; *Institutional Evaluation; Long Range Planning; Organizational Objectives; *State School District Relationship; *Statewide Planning; Two Year Colleges

Identifiers-*California

Work to develop and test new statewide planning and evaluation procedures for the California community colleges is described in this paper, which provides background information, outlines the proposed comprehensive planning process, and discusses the use of statewide priorities. A background section describes current planning and evaluation activities and underscores the need for more comprehensive procedures. Proposed remedies to the problems created by top-to-bottom planning and widely dispersed and ill-defined evaluation responsibilities are then outlined, with focus on a joint project involving the Chancellor's Office and the Western Association Accrediting Commission for Community and Junior Colleges in the development of a method for sharing planning and evaluation as part of the institutional accreditation process; and on the work of the Chancellor's Office Task Force on Planning and Compliance. Next, a prospective planning and review process is presented, which encompasses programs and courses, facilities, extended opportunity programs and services, occupational education, handicapped student programs and services, affirmative action, calendars/schedules, innovative projects, student support services, and finances. Timetables for implementing the plan and accomplishing specific tasks are provided. Finally, plans to develop statewide priorities, guidelines for colleges in assessing their achievement of these priorities, and the value of such assessments and their relation to accreditation are explained. (KL)

ED223296 JC820539

Hutchins, Sally, Ed.
ACCT Trustee Quarterly; Volume 6, Numbers 1-4, 1981-1982.
Association of Community Coll. Trustees, Annandale, Va.

Pub Date 82
Note-135p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Administrator Role; *Board Administrator Relationship; *College Presidents; College Role; *Community Colleges; Educational Finance; *Governing Boards; School Community Relationship; *Trustees; Two Year Colleges

These four issues of "ACCT Trustee Quarterly" present 35 articles on topics of concern to community college trustees, including finance, administration, and mission. Specific articles cover: (1) public relations (C. Akemann and M. Hopkins); (2) president selection (A. Bailey); (3) board/president relations (D. Bryant); (4) educators as trustees (T. Dean); (5) working with four-year colleges (A. Kettles); (6) college mission (S. Marsee); (7) cooperation with industry (W. Meardy); (8) trustee ethics (N. Podet); (9) interim presidency (B. Barringer); (10) president role (R. Carpenter); (11) crisis management (R. Evans and H. Milander); (12) responding to societal issues (G. Eyre); (13) strategic planning (W. Groff); (14) a tax issue campaign planning model (W. Hierstein); (15) athletics (A. Morrison); (16) improving retention (P. Pulliams); (17) trustees and politics (B. Roberts); (18) international technical training (G. Bryant); (19) competency-based instruction (D. Evans); (20) opportunities in high technology (R. Legg); (21) institutional control (D. Miller); (22) board self-evaluation (J. Perkins); (23) Canadian community colleges (B. Stephenson); (24) community college advocacy (J. Whiteman); (25) financial problems (B. Wissore); (26) marketing (J. Biundo and B. Stewart); (27) improving board effectiveness (H. Carnathan, J. Hayden, and A. Southerland); (28) partnerships with business (B. Davis); (29) retaining technical faculty (M. Goudreault); (30) increasing productivity (K. Hunter); (31) long-range planning (V. Kerr); (32) energy conservation (J. Martin); (33) president/board cooperation (C. Peterson); (34) community relations (E. Scarrow); and (35) student financial aid (R. Tyler). (KL)

ED223297 JC820540

Deegan, William L.

The Management of Student Affairs Programs in Community Colleges: Revamping Processes and Structures. Horizons Issues Monograph Series.

American Association of Community and Junior Colleges, Washington, D.C.; American Association of Community and Junior Colleges, Washington, D.C. Council of Universities and Colleges.; ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 82
Contract No-400-78-0038
Note-65p.

Available from-American Association of Community and Junior Colleges, One Dupont Circle, NW, Washington, DC 20036 ($5.00).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrative Organization; Budgeting; Community Colleges; Evaluation Criteria; *Management Development; *Program Administration; Program Development; Program Evaluation; Retrenchment; *Student Personnel Services; Student Personnel Workers; Two Year Colleges

Based on a review of the management literature in the fields of business and education and on case studies, interviews, and discussions, this monograph identifies the prerequisites for the successful management of student affairs programs. Chapter 1 presents perspectives on the student affairs profession, summarizes the problems facing the field, and identifies the objectives of the monograph and the methods used in its development. Chapter 2 outlines factors that will influence the future of student affairs program management, focusing on the challenge posed by uncertainty over future demographics and mission, the problems and opportunities resulting from increased student diversity, and the need to respond to demands for greater accountability and participation. In chapter 3, a synthesis of research findings on issues, problems, and trends is integrated with a series of recommendations for the planning, organization, budgeting, staffing, direction, and evaluation of student affairs programs. Included are recommendations for the use of more flexible and dynamic planning processes; the creation of more effective training programs for student affairs professionals, especially in the areas of planning and budgeting; and the development of an effective national- and state-level leadership in the student affairs profession. A framework for management analysis is appended to assist in analyzing the major functions and tasks of management and comparing actual practice against a universalist model. (HB)

ED223298 JC820541

Waddell, Thomas K.; Hunt, Deborah Ann

Needs Assessment for the Cochise County Community College District. Phase 1 Report.

Cochise Coll., Douglas, AZ. Office of Institutional Research.
Pub Date Jul 82
Note-105p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Community Attitudes; Community Colleges; Community Services; *Community Surveys; *Educational Attitudes; *Educational Needs; Employer Attitudes; *Institutional Evaluation; Needs Assessment; Prediction; Questionnaires; Student Attitudes; Teacher Attitudes; Two Year Colleges

The study described in this report was undertaken by Cochise College (CC) to assess the postsecondary educational needs of residents of the Willcox area of Cochise County. Part 1 describes the background and methodology of the study, examining the sampling techniques used in surveys of the general population, local businesses, current CC students and faculty, and high school students. Part 2 provides demographic information about each of the groups in terms of gender, age, language spoken in the home, highest educational level attained, current employment information, and other variables specific to each group. Par 3 summarizes the responses of the surveyed groups with respect to their perceptions of Cochise College and of higher education, while part 4 analyzes the effectiveness of CC's effort in the Willcox area. After part 5 provides information on the additional occupational, avocational, cultural, non-credit, and student services needed in the area, part 6 indicates respondents' needs for courses and programs, providing a complete listing of the courses needed by business. In part 7, an analysis is presented of the additional comments given to free-response questions in the surveys, and in part 8 a population projection for the city of Willcox, a projection of graduating seniors based on past high school graduation records, and a projection of high school graduates' attendance at CC are provided. Appendices include the survey instruments. (KL)

ED223299 JC820542

MATC Fact Book: 1982-83, Semester 1.

Milwaukee Area Technical Coll., WI. Dept. of Research, Planning, and Development.
Pub Date 82
Note-136p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Class Size; College Faculty; *Enrollment Trends; Full Time Equivalency; Multicampus Colleges; School Personnel; *Student Characteristics; *Technical Institutes; Two Year Colleges; *Two Year College Students

This eight-part factbook provides fall 1982 data on the facilities, faculty and staff, and full-time equivalent (FTE) and headcount enrollments at Milwaukee Area Technical College (MATC). After noting the factbook's purpose as a source of information for the school's management by objectives system, part 1 presents overall institutional data on square footage and average class size by division. Faculty/staff data are presented in part 2 by instructional area, sex, race, and age. Data on annual FTE's for the 1981-82 school year are provided in part 3 with respect to state codes/revenue status; method of calculating FTE's; number and percent of FTE's accepted by state code for 1977 to 1982; FTE's by location, campus, division, and revenue category; and FTE enrollment at MATC, 1976-1982. Part 4 examines overall district headcount enrollment by day/evening attendance, by semester from 1973, by FTE's generated, by full-/part-time status, by instructional division and program, by postal zip code, by ethnic group, and by sex. This section also examines enrollment trends; associate degree, college parallel, and transfer enrollments; enrollments of public and private high school graduates; and enrollments by specific geographic area. Parts 5 through 7 examine enrollment figures and trends with respect to instructional division, program, postal zip code, ethnic group, sex, and day/evening status for each of the four campuses in the district. (KL)

ED223300 JC820543

Redovich, Dennis W.

Report of the Student Evaluation of the Milwaukee Area Technical College.

Milwaukee Area Technical Coll., Wis.

Pub Date 82

Note-71p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Community Colleges; Day Students; Disabilities; Educational Facilities; Ethnic Groups; Evening Students; *Institutional Evaluation; Multicampus Districts; *Participant Satisfaction; Questionnaires; *Student Attitudes; *Student Characteristics; Student Personnel Services; Two Year Colleges; *Two Year College Students

As part of its continuous planning and evaluation process, Milwaukee Area Technical College (MATC) surveyed a sample of day and evening students (N=8,018) from throughout the district regarding the functions, services, and facilities of the school. The survey solicited information on students' characteristics, reasons for attending MATC, prior education, current employment, income, and transportation to MATC, and requested students to evaluate a wide range of services and facilities, such as instruction, equipment, facilities for the handicapped, opportunities for non-traditional study, the library, registration, counseling, financial aid, the bookstore, job placement, student involvement in governance, and student activities. Items receiving the highest evaluations districtwide were instructors' attitudes, course relevance, quality of instruction, availability of faculty, quality of facilities, treatment by non-teaching staff, quality of instructional equipment, and services and facilities for the handicapped. Lowest ratings districtwide were given to availability of parking, recreation facilities, job placement, athletic activities, student lounge facilities, and extracurricular activities. The study report describes methodology, profiles student subgroups (i.e., categorized by day/evening attendance, campus attended, ethnic background, and handicapped status) and details their responses, and compares findings to those of a 1981 survey. The questionnaire is appended. (KL)

Campbell, William; And Others

The Montgomery College Student. A Profile of the Students Enrolled at Montgomery College during the Fall Semester of 1981.

Montgomery Coll., Rockville, Md. Office of Institutional Research.

Pub Date May 82

Note-218p.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Community Colleges; Community Services; Credit Courses; Multicampus Colleges; Noncredit Courses; *School Demography; *Student Characteristics; Two Year Colleges; *Two Year College Students

A profile is presented of the students enrolled during the fall 1981 semester at Montgomery College (MC). First, introductory material highlights changes occurring over the last 10 years, including a decrease in average student credit hours, an increase in the average age of college students, and an increase in the proportion of female students. Next, a profile of the 18,812 students enrolled in credit classes during fall 1981 is provided with respect to age, sex, race, residence status, country of origin, residency by postal zone, geographic sources of enrollment increases, high school attended and date of graduation, date of admission to MC, credit hours earned at MC, freshman/sophomore class, enrollment of students with veteran's benefits, curriculum of study, credit hour load, day/evening enrollment, employment status, graduation plans, handicap status, and educational goals and degree aspirations. Separate profiles are then provided for students attending classes at the three college campuses, i.e., Germantown, Rockville, and Takoma Park. These are followed by a description of students enrolled in off-campus credit courses during fall 1981 and a summary of the characteristics of students enrolled in community service, non-credit classes during 1980. In some cases in the profiles, fall 1981 students are compared to their counterparts in fall 1979 and fall 1980. (HB)

ED223302 JC820547

Campbell, William; And Others

Five-Year Enrollment Projections: Fiscal Years 1984-1988. (A Supplement for the FY 1984 Capital and Operating Budgets of Montgomery Community College).

Montgomery Coll., Rockville, Md. Office of Institutional Research.
Pub Date Nov 82
Note-59p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Students; *College Bound Students; Community Colleges; *Enrollment Projections; *Enrollment Trends; Full Time Students; High School Students; Part Time Students; *Population Trends; *Predictive Measurement; Two Year Colleges; *Two Year College Students

Designed to aid in curriculum and facilities planning at Montgomery College (MC), this report provides projections of student enrollments for 1984 through 1988. After introducing the history of enrollment projection at MC and presenting a rationale for such efforts, chapter 1 outlines the framework for projecting enrollments using techniques of curve fitting (i.e., estimating numbers on the basis of the past trends) and estimation of yields from different components of the population. The chapter concludes by comparing the two methods and applying them to enrollments at MC. Chapter 2 presents enrollment projections for five groups as segments of the total college population: (1) high school graduates, including immediate and delayed entry students, early placement students, and private and parochial school students; (2) returning students; (3) new, older county residents within Montgomery County; (4) out-of-county and out-of-state residents; and (5) off-campus and extension credit students. After chapter 3 summarizes actual and projected enrollments by segments, chapter 4 provides credit enrollment projections by campus, semester, and day/evening attendance. Chapters 5 and 6 present estimates for full- and part-time students and for non-credit enrollments. Finally, chapter 7 summarizes actual and projected figures for credit and non-credit students combined. (HB)

ED223303 JC820548

Campbell, William E.; Linthicum, Dorothy S.

Montgomery College Economic Impact Study, FY 1981.

Montgomery Coll., Rockville, Md. Office of Institutional Research.
Pub Date Jun 82
Note-27p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Colleges; *Educational Economics; *Educational Finance; Expenditures; Federal Aid; Income; *School Business Relationship; *School Community Relationship; School Support; State Aid; Two Year Colleges
Identifiers-*Economic Impact Studies

A study was conducted to assess the economic impact of Montgomery College (MC) on local business, local government, and the job market in the surrounding community for fiscal year 1981. Using linear cash-flow equations designed for the American Council on Education and adapted for MC, the study assessed monies coming into the college from students and from federal, state, and county sources and traced the flow of money into local business and government sectors. Study results indicated that: (1) the total impact on local businesses made by MC and its employees was nearly $12 million, including $8.9 million in direct expenditures and $3.1 million resulting from the multiplier effect; (2) 37 cents of every dollar spent by the college for operations and compensation entered the business sector for goods and services; (3) for every county tax dollar appropriated, $1.07 was returned to the business sector; (4) for every $0.99 spent by the county to provide services for college employees and their families, $1.00 was received by the county through taxes or revenue transfers; (5) for every $0.72 spent by the county to support MC and provide college-related services, MC returned $1.00 in college-related revenues to the county; and (6) the college employed 980 people full-time, and an additional 340 people were employed to support college employees and their families. (HB)

ED223304 JC820550

Academic Program Needs Assessment.
Quinebaug Valley Community Coll., Danielson, CT.
Pub Date 81
Note-14p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Curriculum; College Programs; *Community Attitudes; Community Colleges; Community Surveys; Courses; *Curriculum Evaluation; Educational Needs; High School Students; *Institutional Evaluation; Needs Assessment; School Surveys; *Student Attitudes; Two Year Colleges

During the spring 1981 semester, Quinebaug Valley Community College (QVCC) conducted a survey of high school students and influential members of the community to obtain assessments of the need for various academic programs at QVCC. Questionnaires were distributed to nine high schools, where juniors and seniors were asked to indicate their possible interest in programs offered at QVCC and to suggest programs not currently offered that might increase QVCC's attractiveness. In a separate survey, 950 influential members of the community were asked to indicate which of the college's programs they considered appropriate and inappropriate. Study findings, based on responses from 738 students at 6 high schools and 148 community influentials, included the following: (1) 70% of the students hoped to go to college, and 41% of this group (N=125) indicated that they might consider enrolling at QVCC; (2) of those who intended to attend college, 62% hoped to go immediately and 35% hoped to attend within 5 years; (3) college aspirants who said they would consider attending QVCC expressed greatest interest in management, arts and sciences, and accounting programs; (4) the community influentials ranked accounting, executive secretary, and management programs highest in terms of need; and (5) both groups listed computers, computer programming, and data processing as additional programs most needed at QVCC. The questionnaires are appended. (HB)

ED223305 JC820551

Quinley, John W.; And Others

Five-Year Credit Enrollment Projections by Age Cohort Groups: Fall Semesters, 1982-1986.

Harford Community Coll., Bel Air, MD. Office of Institutional Research.
Pub Date May 82
Note-72p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Age; Cohort Analysis; Community Colleges; *Enrollment Projections; *Enrollment Trends; Females; Full Time Equivalency; Full Time Students; Males; Part Time Students; Statistical Surveys; Two Year Colleges; *Two Year College Students

A study was conducted to project enrollment figures by age cohort groups at Harford Community College (HCC) for the period 1982 through 1986. Projections were obtained by determining the ratio of the students enrolled at HCC to the number of persons living in Harford County through an analysis of historical data detailing college and county population parameters. Fall 1981 figures were used as the basis for enrollment projections by credit hours carried, sex, full-time equivalents (FTE's), and total headcount. Projections for the 1982-1986 period included the following: (1) the student headcount would rise by 7.3% between 1981 and 1986; (2) female students would continue to represent about 60% of the student body with their numbers increasing by 6.2% compared to 5.7% for males; (3) part-time students would continue to form about 70% of the student population, growing by 9.4% while the number of full-time students would increase by 2.3%; (4) student numbers in the age groups 17-19 and 31-35 would decline and those for age groups 20-25, 26-30, 36-40, and 41 and over would increase; and (5) FTE's in 1986 would represent a 5.2% increase over the 1981 figure. Detailed tables provide actual headcount for 1978 through 1981 and projected figures for 1982 through 1986 with respect to total, male, female, and full-/part-time headcount and total, full-time, and part-time FTE's. Appendices include interim and updated projections of population trends, HCC's registrar's report on 1978-81 enrollments, and methodological notes. (HB)

ED223306 JC820552

Murphy, Michael T.; And Others

Policy Analysis: The Effect of the New Scheduling System on Student Trips to Campus and Other Relevant Variables.

Harford Community Coll., Bel Air, MD. Office of Institutional Research.

Pub Date Jan 82

Note-11p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Credits; Community Colleges; Commuter Colleges; Enrollment Influences; Scheduling; *School Schedules; School Surveys; *Student Attitudes; Student Reaction; *Teacher Attitudes; Two Year Colleges; Two Year College Students

A study was conducted to assess the effects of a new class scheduling system at Harford Community College (HCC), which substituted 75-minute classes twice a week and 150-minute classes once a week for regular three 50-minute classes in order to save energy by reducing student travel to college. The study sought to determine the effects of these changes on credit generation and on students' work schedules, free time and participation in college activities; students' preferences for the new or old scheduling systems; and faculty perceptions of the pedagogical and logistical effects of these changes. Analysis of student records, a survey of the opinions of 280 of 1,732 returning or re-entry day students, and survey responses from 49 of 100 faculty members indicated that: (1) average student credit load fell 1% after the change; (2) the mean number of student trips per week to campus fell from 3.79 to 3.42; (3) both students and faculty indicated a preference for 75-minute classes twice a week and over half of the faculty respondents considered this schedule to be academically superior; (4) 51% of the students preferred the new schedule to the old, while 31% did not favor the new system; and (5) the majority of the student respondents felt that their work schedule, free time, and extracurricular activities were enhanced or were unaffected by the new schedule. (HB)

ED223307 JC820553

Corrado, Thomas J.; Mangano, Joseph A.

The Making and Seeding of RASP: Development and Dissemination of a Model to Ease the Reentry Process of Adult Students in Two-Year Colleges.

State Univ. of New York, Albany. Two Year Coll. Student Development Center.

Pub Date Mar 82

Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Ancillary School Services; Community Colleges; Institutional Evaluation; *Needs Assessment; Participant Satisfaction; *Program Development; *Reentry Students; Self Evaluation (Groups); *Student Needs; *Student Personnel Services; Two Year Colleges; *Two Year College Students

Identifiers-*Reentry Adult Student Project NY

The Reentry Adult Student Project (RASP) was initiated in 1977 as an improvement-oriented research effort designed to ease the academic reentry of adult students into New York State community colleges. In response to the difficulties facing many adult students, RASP sought to examine adult students' needs and satisfactions and assist colleges in providing appropriate support. At each of the six colleges chosen as pilot sites, steering committees were created to develop a local work plan, survey campus groups, and disseminate project findings and recommendations. These committee charges engendered a model of advisement and advocacy consisting of five components: (1) student needs assessment; (2) a taxonomy of adult student needs; (3) assessment of local resources for adult students; (4) assessment of student satisfaction with selected administrative, support, and instructional services; and (5) documentation of institutional modifications. The statewide dissemination of the RASP model involved the preparation of an introductory brochure, a dissemination packet, and a videotape, as well as four regional meetings to describe the project. RASP resulted in the development of workable strategies to accommodate adult student needs, the expansion of institutional roles, and institutional modifications in administrative, staff develpment, and support service areas. Survey instruments, the taxonomy of student needs, and documentation forms are appended. (HB)

ED223308 JC820556

Renkiewicz, Nancy K.; And Others

The Reverse Transfer Student: An Emerging Population. Preliminary Draft; Field Review Edition.

Los Rios Community Coll. District, Sacramento, Calif.; Northern California Community Colleges Research Group.

Pub Date [82]
Note-73p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-College Graduates; *College Transfer Students; *Educational Background; *Enrollment Influences; Enrollment Trends; Questionnaires; School Surveys; Student Characteristics; Two Year Colleges; *Two Year College Students; Withdrawal (Education)
Identifiers-*Lateral Transfer Students; *Reverse Transfer Students

As part of a statewide investigation of the reverse transfer student, a study of students transferring from four-year colleges and universities to community colleges was conducted in the Los Rios Community College District. The study sought to determine the relative size of the reverse transfer population; differences in the characteristics of reverse transfers and other students; and reasons students left the four-year colleges or transferred laterally from one community college to another. Questionnaires were sent to 11,210 students at the three Los Rios colleges, requesting information on background, enrollment influences, educational attainment and plans, and prior college attendance. Based on responses from 10,196 students, or 22% of the total district student population, the study revealed that: (1) 19.6% of the respondents were reverse transfer students, including both four-year college graduates and non-completers; 25.7% had previously attended a community college; and 54.7% had no prior college experience; (2) 82.4% of the four-year college graduates and 69.6% of the first-time students were employed; (3) 11.7% of the four-year college graduates and 56% of the first-time students were enrolled for 12 units or more; and (4) four-year non-completers left the four-year

college mainly for financial reasons or uncertainty about their major, while two-year lateral transfers left their previous college primarily because of a change in job or residence. A literature review and the survey instrument are included. (HB)

ED223309 JC820557

Stein, June

Follow Up of the Phi Theta Kappa Initiates of Fall 1979 - Fall 1981.

Minneapolis Community Coll., Minn.

Pub Date Nov 82

Note-28p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Transfer Students; Community Colleges; Education Work Relationship; Employment; Followup Studies; *Honor Societies; Participant Satisfaction; Questionnaires; *Student Attitudes; Student College Relationship; Two Year Colleges; *Two Year College Students; Withdrawal (Education)

Identifiers-*Phi Theta Kappa

A follow-up study of Minneapolis Community College (MCC) initiates to Phi Theta Kappa (PTK), a national honorary fraternity for community colleges, was conducted to ascertain information on students' educational and employment experience since initiation and to obtain suggestions for additional courses and ways in which education at MCC could be improved. In spring 1982, surveys were sent to all 142 students who had joined the fraternity between fall 1979 and fall 1981. Survey findings, based on responses from 53.5% of initiates, included the following: (1) 50% of the respondents had earned an associate degree and 22.4% were still taking classes when surveyed; (2) while at MCC, 29% of the respondents were liberal arts majors, 17.1% were business majors, and 14.5% were enrolled in the chemical dependency specialist program; (3) 71.2% of the PTK sutdents had continued their formal education after leaving MCC; (4) 47.5% of the respondents were employed full-time and 27.1% were employed part-time; (5) the median monthly salary for those working full- or part-time was $1,184; (6) in comparison with MCC graduates as a whole, fewer PTK students were employed full-time, satisfied with their jobs, working in their field of study, and employed in permanent positions; (7) respondents mentioned the need for additional foreign language and computer courses at MCC; and (8) the quality and accessibility of faculty and the college's attractiveness and convenient location were seen as MCC's main advantages. (HB)

ED223310 JC820562

Allen, John P.

Illinois Valley Industry Retention Program. Final Report.

Illinois State Dept. of Commerce and Community Affairs, Springfield.; Illinois Valley Community Coll., Oglesby.

Pub Date 15 Oct 82

Note-42p.; Prepared in conjunction with Illinois Bell Co. and Illinois Power Co.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Employer Attitudes; Employment Patterns; *Employment Projections; *Industry; *Labor Market; Local Government; Occupational Surveys; Questionnaires; *School Business Relationship; School Involvement; State Government; Two Year Colleges

The Illinois Valley Industry Retention Program was conceived with the goals of retaining existing industries in the area and saving presently available jobs for the area's citizens. A program committee, formed in March 1982 of representatives from state government, Illinois Valley Community College (IVCC), and local businesses, undertook a survey to obtain information from local businesses concerning their site location, training needs, governmental assistance opportunities, markets, suppliers, perceptions of the advantages and disadvantages of doing business in the state, and plans for expansion. Survey findings, based on responses from 98 of the 144 firms sampled, included the following: (1) the responding firms employed a total of 11,976 workers; (2) 87% had made investments in equipment in the previous 3 years; (3) 40% were considering expanding and 3% had definite plans to expand in the next 3 years; (4) 34% reported that current employment in their plants was higher than 3 years earlier and 41% reported that it was lower; (5) 51% reported that their hiring level would be higher in 3 years, while 4% projected that it would be lower; (6) 56% rated local government toward business as cooperative; and (7) workers' compensation and unemployment taxes were the issues of greatest concern to the survey respondents. Recommendations reflecting industry concerns at the local, state and federal levels and the survey instruments are included in the study report. (HB)

ED223311 JC820563

Walton, Barbara J., Ed.
The College for Human Services: An Applied Transdisciplinary Curriculum.
College for Human Services, New York, N. Y.
Pub Date May 82
Note-24p.
Available from-College for Human Services, 345 Hudson Street, New York, NY (Free).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Curriculum Design; Educational Innovation; Educational Principles; Financial Support; Higher Education; Humanistic Education; *Human Services; *Institutional Characteristics; *Interdisciplinary Approach; Low Income Groups; Nontraditional Students; *Professional Education; *Values Education

The College for Human Services was created in 1964 to educate human service workers within the framework of an institutional commitment to social justice and social change, belief in a holistic and interdisciplinary approach to learning, and the aspiration to legitimate human services as a professional field. The college's program is organized around eight requisite performance areas: self-assessment and preparation for practice, establishing professional relationships, working with others, helping others learn, counseling, community liaison, supervision, and managing change. Each area is examined in terms of five dimensions of effective performance: goals, values, self and others, systems, and skills. Classroom study is integrated with analysis of issues arising from work experiences. The majority of the college's students have been from low-income, minority populations, and almost half lacked high school diplomas upon enrollment. Financial support originally came from the federal government and later from local government, foundation grants, and tuition. The college differs from other schools in: (1) its commitment to the solution of social problems and the transformation of individuals and institutions; (2) its transdisciplinary performance-based curriculum; (3) its explicit examination of values and their relationship to effective human service work; (4) the organization of disciplines around performance areas; and (5) the ongoing interplay of theoretical and practical issues. (HB)

ED223312 PS012732

Keeping Families Together: A "New" Philosophy.
Virginia State Div. for Children, Richmond.
Pub Date Nov 81
Note-15p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Family Problems; Family Programs; *Foster Care; *Home Programs; Intervention; *Placement; *Prevention; Social Planning; *Social Services
Identifiers-Virginia

As a result of the impact of economic industrialization on the U.S. economy, the extended family in the United States has fragmented; nuclear families have lost contact with sources of parenting information and, increasingly, when parenting problems have occurred, the assistance of social service agencies has been requested. The lack of parenting skills and the inability to cope with acutely stressful situations, frequently combined with economic distress, often cause modern families to be disrupted and children to be placed in foster care. The use of foster care services may at first glance appear to be less expensive than the employment of home-based services. However, accurate comparisons are difficult to make because interventions made in the two approaches are not equivalent. Generally, home-based services are more desirable than foster care alternatives because they treat the root causes of family problems (such as lack of parenting skills) and minimize disruption of children's lives. Whenever possible, children needing assistance should be placed with relatives rather than in a foster home in order to maintain stability and continuity. Some local social service agencies in Virginia have recognized the human and financial savings resulting from providing services to families prior to family break-up. It is apparent, however, that before preventive home-based family services can be adequately provided, several barriers must be overcome. (RH)

ED223313 PS012733

Pay a Little Now or Pay a Lot Later: Exploring the Preventive Role of Community-Based MH/MR/SA Services.

Virginia State Div. for Children, Richmond.

Pub Date Dec 81

Note-11p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cost Effectiveness; Drug Abuse; Mental Health; Mental Retardation; *Prevention; *Program Effectiveness; *Social Services; State Programs

Identifiers-Virginia

The recent history of efforts in Virginia to implement preventive programs in the area of mental health (MH) and related fields is briefly recounted, and evidence of the effectiveness of prevention programs is briefly reported. For a number of years in Virginia policy makers and legislators have been provided a variety of recommendations regarding the intrinsic value of preventive services. However, it is clear that a shift to prevention, community treatment, and education of emotionally disturbed children requires management, organizational, and funding strategies which are quite different from those previously employed. The same must be said for the areas of mental retardation (MR) and substance abuse (SA), especially in the areas of prevention, community treatment/services, and education for children. As in the past, current funding cuts are likely to have a heavy impact on prevention efforts and on children's programs, even though longitudinal studies and program evaluations have shown the benefits and cost effectiveness of such preventive approaches. In view of the present austerity and the high costs of long-term remedial care, cost-effective preventive programs are highly recommended. (RH)

ED223314 PS012912

Petersen, Evelyn

Parent Involvement--A Means of Developing Family Advocacy.

Pub Date Apr 82

Note-47p.; Paper presented at the National Head Start Association Conference (Detroit, MI, April 15-18, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Check Lists; Early Childhood Education; *Family School Relationship; Guidelines; Home Visits; *Parent Influence; *Parent Participation; *Preschool Children; Public Relations; Records (Forms); Resource Materials

Identifiers-*Project Head Start

Tips for fostering parent involvement in early childhood programs are provided in the first part of this collection of assorted handout materials. Contents include (1) a discussion of program benefits resulting from parent involvement and a description of what parents should do to participate effectively, (2) a list of five questions for school administrators concerning effective home/school relationships, and (3) a brief informal description of a successful parent involvement program. Suggestions for improving public relations are also provided. The second half of the paper contains examples of forms used in Head Start programs to document home visits and to assist in parent evaluation and and education. (RH)

ED223315 PS013092

Cansler, Dorothy P., Ed.

Programs for Parents of Preschoolers: Parent Group Activities Designed to Broaden the Horizons of Young Children.

Chapel Hill Training-Outreach Project, N.C.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 78

Grant-G00-75-00237

Note-179p.

Available from-Kaplan Press, 600 Jonestown Road, Winston-Salem, NC 27103 ($7.50, plus $2.25 shipping).

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Activity Units; *Group Activities; Instructional Materials; *Learning Activities; *Parent Education; *Parent Participation; *Preschool Children; Preschool Education; Resource Materials; *Skill Development

Identifiers-*Parenting

The program materials in this book are offered as a resource for group meetings with parents of preschool children. Fourteen units are provided, each focusing on a different topic. Topics include the development of the child's self-image, language abilities, and physical movement abilities. Some units provide guidelines for story reading and story telling with children, for helping children cope with stress, for meeting children's nutritional needs, and for cooking with children.

Other units discuss carpentry activities, techniques for teaching children at home, religious education for young children, nature discovery activities, self-expression through creative drama, art, and music. Each unit consists of a statement of objectives, introductory content material, discussion questions, program format ideas, lists of media resources, and suggestions for further reading. Introductory content materials for each unit are designed to be duplicated and used as handouts which parents may keep. Since the units provided do not constitute a comprehensive curriculum for parent education, a "cookbook" approach toward unit selection is recommended. (RH)

ED223316 PS013102

Sciara, Frank J.; Cunningham, Deborah

Racial Prejudice in Young Children: A Case for Multicultural Education.

Pub Date 1 Oct 82

Note-14p.; Paper presented at the Annual Conference of the Indiana Association for the Education of Young Children (Indianapolis, IN, October 1, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Class Activities; *Cultural Awareness; Guidelines; *Multicultural Education; *Preschool Children; Preschool Education; *Racial Bias; *Teaching Methods

Through this review of several research studies, racial prejudice in young children is documented and the need is addressed for establishing a multicultural education program beginning with preschool children. A schema and a supporting rationale for such a multicultural program are stated in order to provide a direction for planners, and curriculum ideas are proposed. In addition, the approach described applies a multicultural emphasis to those kinds of activities and experiences normally found in most good preschool programs. It is recommended that, along with the provision of activities with a multicultural emphasis, young children's natural developmental curiosity and tendency toward exploration be used in an effort to help them develop a realistic and positive self-identity as well as the ability to accept others. (Author/MP)

ED223317 PS013138

Cann, Arnie

Sex Stereotypes of Children: What Functions Do They Serve?

Pub Date Aug 82
Note-14p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences; *Childhood Attitudes; Children; *Cognitive Processes; *Competence; Evaluation; Intervention; Memory; Sex Bias; Sex Differences; *Sex Stereotypes
Identifiers-*Memory Deficits; Memory Tasks

The series of experiments reported here investigated dimensions of children's sex stereotypes. The first study revealed that children were aware of sex stereotypes as early as 2 1/2 years of age. Furthermore, the tendency to categorize according to sex increased through their eighth year. The second study investigated whether sex stereotypes influenced children's evaluations of competent performance. It was found that, apparently, children base their evaluations of likely competence on the sex of the performer of sex-typed activities. The third study allowed children to express the strength of their beliefs in sex-typed evaluations of competence. Children's ratings of the competence of males' or females' performance on sex-typed activities revealed a clear bias toward sex-stereotyped performance. However, the children did not assume that the counterstereotypic performer would be totally incompetent, and ratings were closer to judgments of equal competence than to stereotyped extremes. Also collected were data on memory deficits for counterstereotypic portrayals; these revealed that children had considerable difficulty processing this type of information. Results of two additional studies indicated that discriminations based on sex stabilize by the time children reach the second grade and that children do not discriminate on the basis of sex when they make evaluations of individual performers. These results, additional findings, and implications of the findings are discussed. (RH)

ED223318 PS013140

Berry, Kenneth K.; Schmidt, Andrew

A Comparison of Male and Female Single Parents in Australia.

Pub Date Aug 82

Note-16p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement; Comparative Analysis; Family Income; Family Life; *Fathers; Foreign Countries; *Mothers; *One Parent Family; *Parent Background; Socioeconomic Status

Identifiers-*Australia

A cross section of 40 Australian single parents was administered an 8-page, 30-item questionnaire designed to generate information about the differences between males and females. The questionnaire contained a variety of question types, including close-ended questions, open-ended questions, and checklists. Specifically, items dealt with demographic data such as age, income, educational level, and number of children. Other areas covered were support systems, use of advice sources, and changes in parents' lives following divorce. The only significant differences found between mothers and fathers were on demographic variables such as income level, occupation, and visiting patterns of the children. Fathers' income, level of education, and occupational status were found to be significantly higher, and their general living conditions (in terms of housing) were considered to be better than those of single mothers. With regard to visiting patterns, children whose fathers held custody tended to see their noncustodial parent on a more regular basis than children whose mothers held custody. Possible explanations for these differences are discussed. (MP)

ED223319 PS013142

Rickel, Annette U.; And Others

Personal and Situational Predictors of Child Rearing: Implications for Intervention.

Spons Agency-Detroit Public Schools, Mich.; Webber (Eloise and Richard) Foundation, Detroit, Mich.

Pub Date Aug 82

Note-17p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982). Also sponsored by grants from the McGregor Fund and the David M. Whitney Fund.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Anxiety; *Child Rearing; Demography; Depression (Psychology); Ethnicity; *Individual Characteristics; *Mothers; *Parent Attitudes; *Personality Traits; Predictor Variables; Self Evaluation (Individuals); Values

Identifiers-Nurturance; Restrictiveness (Child Rearing)

This study examines the relationship between maternal childrearing practices (specifically, nurturance and restrictiveness) and a number of demographic and personality variables. A total of 232 mothers of preschool age children from different socioeconomic levels and ethnic groups participated in the study. Each subject was sent six instruments intended for self-administration. Instruments were chosen to elicit information on demographic characteristics (such as names, number, ages, and sex of children); marital status and education; ethnic background; and religious affiliation, childrearing practices, internal/external locus of control, depression experience, and social readjustment to stressful life events. It was found that state and trait anxiety and depression represent an important unitary factor in explaining restrictive styles of childrearing. Religious preferences, education, and ethnicity were also predictive of restrictiveness. Education emerged as being a positive predictor of nurturance. The results indicate the importance of considering a broad assignment of associated maternal personality and demographic factors before attempting to modify childrearing attitudes. (Author/MP)

ED223320 PS013143

Johnson, Dale L.

Early Home Environment Prediction of School Performance.

Houston Univ., Tex. Dept. of Psychology.

Pub Date Aug 82

Note-22p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; Academic Failure; *Children; Cognitive Measurement; Early Childhood Education; *Early Experience; *Family Environment; Grade Repetition; *High Risk Persons; Mexican Americans; *Predictor Variables

Described in this symposium report are results from three studies exploring the relationship of home environments in infancy or early childhood to school performance. All studies used the Home Observation for Measurement of the Environment (HOME) and drew their data from the files of the Houston Parent-Child Development Center, a 2-year parent/child education program for low-income Mexican-American families. The first study examined the relationship between the child's HOME scores at age 3 to his or her general school performance. The second study investigated the relationship of the child's HOME scores at age 1 to later grade retention, while the third study dealt with the relationship of HOME scores gathered at ages 1, 2, and 3 to school measures conducted in first and second grades. In the first two studies HOME scores were found to be poor predictors of grade retention and only fair predictors of school achievement test results. The third study, however, found HOME scores to be strong predictors of school performance, especially for children 2 years of age. (MP)

ED223321 PS013144

Dietrich, Kim N.; And Others

Infant Abuse, Neglect, and Failure-to-Thrive: Mother-Infant Interaction.

Pub Date Aug 82
Note-16p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Child Abuse; Child Neglect; *High Risk Persons; *Infants; *Mothers; *Parent Child Relationship
Identifiers-Failure to Thrive; *Interactional Disturbance (Psychology)

This study was designed to investigate whether or not degree of child maltreatment is related in some meaningful way to the interactional characteristics of the mother/infant dyad and to the infant's developmental status. A group of 53 mother/infant dyads was divided into five diagnostic groups: nonaccidental trauma combined with failure-to-thrive, nonaccidental trauma combined with iron-deficiency anemia, nonaccidental trauma only, neglect only, and normal controls. During a feeding session, qualitative differences were found in the relational characteristics of dyads in which multiple forms of child maltreatment existed. Developmental examinations revealed that infants subjected to severe abuse and neglect were significantly retarded in their mental and motor development, as compared to the remaining index and control groups. The results were interpreted to suggest that relational disturbances are at the core of the problem of infant maltreatment and that on the basis of interactional symptomatology, two broadly different clinical conditions may be identified. (Author/MP)

ED223322 PS013150

Altus, Grace T.; Altus, William D.

Handedness, Birth Order, Reading Problems: Referrals to a School Psychologist.

Pub Date Aug 82
Note-9p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982). Best copy available; may not reproduce well.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Birth Order; Elementary Education; *Elementary School Students; *Intelligence Quotient; Left Handed Writer; Matched Groups; *Reading Difficulties; Referral; Twins
Identifiers-*Handedness

To investigate the influence of handedness in the referral of elementary school students to a school psychologist, 120 left-handed referrals were matched with 120 right-handed referrals by sex, full-scale intelligence quotient, and chronological age. Comparison of the groups revealed that twins were more numerous among the left-handed students. Right-handed children did somewhat better than left-handed on Wechsler verbal items, while left-handed students scored higher than right-handed on performence items. Intelligence deficits did not appear to be involved in reading deficits of left-handed boys. More firstborns were found among left-handed children with reading problems; fewer firstborns were found among the gifted than would be expected statistically. Thus, Bakan's birth-order theory is possibly supported by the findings. Additionally, it was found that Wechsler subtest patterning for right- and left-handed children is generally congruent. (Author/RH)

ED223323 PS013152

Newberger, Eli H.; Marx, Thomas J.

Ecologic Reformulation of Pediatric Social Illness.

Children's Hospital Medical Center, Boston, Mass.

Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C.; National Inst. of Mental Health (DHHS), Rockville, Md.
Pub Date May 82
Grant-5-T01-MH15517-03-CD; OCD-CD-CB-141
Note-37p.; Paper presented at the Annual Meeting of the Society for Pediatric Research (Washington, DC, May 13, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Abuse; Child Rearing; Classification; Cluster Analysis; Discriminant Analysis; *Ecological Factors; *High Risk Persons; *Hospitalized Children; Interviews; Mothers; Parent Child Relationship; *Pathology; Profiles; Social Bias; *Stress Variables
Identifiers-*Pediatric Social Illness

Members of a group of hospitalized children under 4 years of age (48 under care for child abuse, 97 for accidents, 41 for failure to thrive, and 23 for ingestions) were matched individually on age, social class, and race with controls suffering from comparable acute medical conditions. A structured maternal and paternal interview yielded 63 significant single-variable comparisons in these domains: child health and development, past and present family disruption and conflict, parental physical and emotional health, and environmental setting. Discriminant function analysis suggested interrelationships among the case groups and an additive mode of pathogenesis, with more severe stresses associated with more severe childhood symptoms. A classification analysis was performed to determine the extent to which equations generated in the discriminant function analyses successfully differentiated between patients in the illness categories and in the control groups. Cluster analysis on a random half-sample identified three cohesive groups, characterized as "ecologic equilibrium," "adversity," and "crisis." This reformulation subsumed respectively increasing proportions of severe symptoms and replicated successfully on the other half-sample. Its elaboration gives a convenient matrix for organizing data from practice and a value-free alternative to the present manifestational classification system. Additionally, a statistical analysis of group profiles was performed, and high-risk families were profiled in nine vital aspects of their lives. In nearly every aspect the crisis group was found to suffer. (RH)

ED223324 PS013153

White-Hicks, Adrienne

The Correlation Between Ordinal Position - First Born - and Academic Achievement of Elementary School Children.

Pub Date [80]

Note-10p.; May not reproduce clearly because of light print.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; *Birth Order; Elementary Education; *Elementary School Students; *Family Influence; *Research Needs

Identifiers-*First Born

Research shows that firstborn children tend to excel in academic pursuits in comparison to those born later in the family constellation. A disproportionately high number of firstborns are present at the college level, and they are also overrepresented in medical and graduate schools. Firstborns score higher than those born later on a variety of measures of ability and achievement. In school, in comparison to their younger siblings, they obtain higher grade point averages. Dimensions of the family configuration are thought to be important in explaining firstborns' generally higher achievement. However, most studies of firstborns' attainment are based on late teen or adult samples. If early familial experiences are a significant factor in the development of such differences, then birth order correlates would be anticipated at younger ages. Yet at present virtually no studies have investigated the effects of birth order on the academic achievement of students in first through sixth grades. (RH)

ED223325 PS013154

Dean, Anne L.

The Development and Function of Children's Spatial Imagery. Final Report.

New Orleans Univ., La.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 82
Grant-NIE-G-79-0092
Note-39p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Age Differences; *Children; *Cognitive Processes; Comparative Analysis; *Developmental Stages; Error Patterns; Freehand Drawing; *Imagery; Memory; *Perception Tests; Reaction Time; *Spatial Ability; Spontaneous Behavior
Identifiers-*Anticipatory Images; Piagetian Theory; Rotation Tasks

A program of research was conducted to study transitions from preoperational to concrete operational forms of spatial imagery (area 1), to compare results from spatial imagery studies based on open-ended measures (such as drawings) with results based on reaction time measures (area 2), and to study anticipatory imagery in the contexts of memory and problem-formulative anticipation (area 3). Research in area 1 tested three predictions, generated from a revision of Piagetian theory, concerning children's performances on two anticipatory imagery tasks and a standard conservation task. Discussion in area 2 reports results of a study testing the hypothesis that drawing errors on anticipatory kinetic imagery tasks reflect children's poor images of objects in anticipated states of movement. Also reviewed is a study comparing preschool and older children's abilities to mentally track an object through a rotation movement, as well as further investigations addressing questions of developmental differences under certain task conditions, age differences in mental tracking strategies, and the relationships of strategies to tracking rates. Research in area 3 investigates whether children mentally transform object states on tasks in which particular processing strategies are unspecified and examines the effect of transforming strategies on short-term and long-term memory for figurative states. Related materials are appended. (RH)

ED223326 PS013158

Green, Kathryn F.; And Others

A Sexual Learning Curriculum for Parents of Young Children.

Cleveland Program for Sexual Learning, Inc., OH.

Spons Agency-Cleveland Foundation, Ohio.; George Gund Foundation, Cleveland, Ohio.

Pub Date Sep 82

Note-34p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Early Childhood Education; Guidelines; Instructional Materials; *Parent Education; Questionnaires; *Sexuality; Workshops; Young Children

Identifiers-*Parenting

The aims of this sexual learning curriculum are to increase parents' emotional and intellectual understanding of human sexuality and to improve their ability to talk about sexuality with their children. Specifically, the curriculum attempts to increase parents' awareness that (1) sexuality includes lifestyle choices, body image, gender role, family structure, and interpersonal relationships in addition to reproductive and erotic behaviors and (2) that sexual learning occurs verbally and nonverbally and is transmitted either directly or indirectly by the family, the school, the media, the workplace, the church, and public policies. Intended for community educators working with parents of young children between 3 to 11 years of age, the curriculum is designed to facilitate group participation and includes learning exercises that enable parents to integrate their experiences with the concepts presented. Appended materials include a workshop evaluation form and a sexual learning inventory for use as a pre- and post-measure of parents' attitudes and beliefs. (RH)

ED223327 PS013159

Meyer, Jack A., Ed.

Meeting Human Needs: Toward a New Public Philosophy.

American Enterprise Inst. for Public Policy Research, Washington, D.C.
Report No-ISBN-0-8447-1358-9

Pub Date 82
Note-477p.
Available from-American Enterprise Institute for Public Policy Research, 1150 Seventeenth Streeet, N.W., Washington, DC 20036 (Cloth, $34.95; Paper, $13.95).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Agency Role; Business; Child Welfare; Community Action; Crime Prevention; Day Care; Health Services; Housing; *Human Services; Neighborhoods; *Private Agencies; *Public Policy; *Social Problems; Social Support Groups; Transportation; Unions; Voluntary Agencies; Youth Employment
Identifiers-*Private Sector Initiative Programs

The joint product of 18 contributors, this book evaluates the potential of the private sector for delivering a wide range of human services to alleviate social problems. It also assesses the effect of governmental programs and policies on nongovernmental organizations. Part 1 of the book presents a conceptual framework for making government programs more effective and for increasing private participation in meeting human needs. Part 2 describes innovative activities of businesses, labor unions, and neighborhood groups on behalf of those in need. Part 3 analyzes economic aspects of the private sector's ability to address social problems. Finally, the concluding part contains case studies of private sector initiatives in the areas of youth employment, health, education, foster care, housing, crime prevention, and transportation. (Author/MP)

ED223328 PS013161

Clements, Douglas H.

Microcomputers in Early Education: Rationale and Outline for Teacher Training.

Pub Date Oct 82

Note-16p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Computer Literacy; *Course Content; Course Evaluation; Course Objectives; Early Childhood Education; Higher Education; *Microcomputers; *Teacher Education; Teacher Responsibility; *Teaching Methods

Arguments for the inclusion of computers in the schools and guidelines for the effective use of computers in educational settings introduce this outline of a college course designed to train students and teachers to successfully utilize microcomputers in prekindergarten through third-grade classrooms. The argument is made that, since computers are being touted as a revolution in pedagogy, teachers must become knowledgable about the potential of computer technology. Only when equipped with such knowledge will teachers be able to assess proponents' claims and to lead in appropriately introducing computer technology into educational settings. Specifically, it is asserted that teachers must consider the context in which computer technology is introduced and the various potential uses of computers. In line with this recommendation, the course described, entitled "Teaching with Microcomputers: The Early Years," offers undergraduate and graduate students the opportunity to use the computer as a tutor, a tool, and a tutee. Tutored by the computer, they experience, evaluate, modify, and write instructional/managerial programs across early childhood subject matter domains. Using the computer as a tool, they learn about word processing and information management for themselves and children. Using the computer as tutee, they "teach the computer," learning to program and to teach young children to program in Logo. Finally, teachers are advised that others will take leadership in providing instruction with computers, if they do not. (RH)

ED223329 PS013167

Robinson, Shari; And Others

Heroes, Humbugs, and Also-Rans: Children's Preferences and Evaluations Concerning Television Characters. Technical Report No. 25.

Harvard Univ., Cambridge, Mass. Harvard Project Zero.

Spons Agency-John and Mary R. Markle Foundation, New York, N.Y.

Pub Date Nov 82

Note-37p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Characterization; *Childhood Attitudes; *Developmental Stages; Elementary Education; *Elementary School Students; *Identification (Psychology); Interviews; Sex Differences; Television Research; *Television Viewing

Identifiers-*Internal External Social Attributes; Multiple Measures Approach

The relationship between younger and older children's stated preferences for television characters and their conceptions of those characters was investigated among students in the second and fifth grades. Of particular interest was the possible effect of children's preferences on the developmental shift from external to internal attributes. Using sets of photographs in a sorting task, 20 girls and 20 boys from two age groups (a total of 80 subjects) chose a preferred, nonpreferred, and neutral character from each of two frequently watched situation comedies. Next, the children responded to multiple-choice scene dilemma tasks, designed as story contexts into which the children could "project" their evaluation of six characters. Subjects were then asked to describe the characters as completely as possible, to state each character's most important attribute, and to explain why they did or did not "want to trade places" with the character. Data from these free descriptions were examined for length and were coded for evaluation (positive, neutral, negative) and for both content and depth of description (surface, active, internal) according to a category and subcategory system. Another 40 children, forming a roughly equivalent "baseline" group, provided data for correction score calculations on the dilemma task. Results are discussed. (Author/RH)

ED223330 PS013168

The Status of Handicapped Children in Head Start Programs. Eighth Annual Report of the U.S. Department of Health and Human Services to the Congress of the United States on Services Provided to Handicapped Children in Project Head Start.

Administration for Children, Youth, and Families (DHHS), Washington, D.C. Project Head Start.

Pub Date 81

Note-66p.

EDRS Price - MF01/PC03 Plus Postage

Descriptors-Agency Cooperation; *Disabilities; Educational Diagnosis; *Educational Policy; Enrollment; Identification; Individual Needs; Mainstreaming; National Surveys; *Preschool Children; Preschool Education; *Social Services; Student Recruitment; Summer Programs; Technical Assistance; Training

Identifiers-*Project Head Start; Service Quantity

The status of handicapped children in Head Start programs is discussed in this annual report to the Congress of the United States. Chapter 1 provides an overview of Head Start policies on services to handicapped children. Chapter 2 reports on the number of handicapped children enrolled, types of handicapping conditions, and severity of handicaps. Chapter 3 describes services provided by Head Start and other agencies to and for handicapped children, including outreach and recruitment, diagnosis and assessment, mainstreaming and special services, training and technical assistance, coordination with other agencies, and summer Head Start programs. Appended to the report are results of the Survey of Head Start Handicapped Efforts in 1979-80 Full Year, as well as tables showing the distribution of special services and educational programs for parents and children broken down by handicapping conditions. (RH)

ED223331 PS013169

Sharp, Kay Colby; Waxman, Mindy

Preoperational Children's Temporal/Causal Understanding: Effect of Task.

Pub Date Apr 82

Note-10p.; Paper presented at the Biennial Southeastern Conference on Human Development (7th, Baltimore, MD, April, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Development; *Cognitive Processes; *Developmental Stages; *Difficulty Level; *Performance Factors; *Preschool Children; Preschool Education; Responses

Identifiers-Temporal Causal Understanding

To investigate developmental differences, preschoolers' performance on four tasks frequently used to measure their understanding of causal and temporal relationships was studied. Based on an analysis of cognitive processes involved in recognition, completion, construction/seriation, and verbal explanation tasks, the prediction was made that children's temporal/causal understanding would emerge in the following order: recognition, completion, verbal explanation, and construction. Forty-eight preschool children between 3 and 5 years of age, representing a wide range of socioeconomic conditions, were tested in two sessions. All tasks involved three-picture temporal and causal sequences depicting events familiar to preschool children. Experimenters read sentences describing the pictured events aloud, thus removing the demand for children's perceptual encoding of contents. Sequences were presented one at a time. Findings show that preoperational children's ability to demonstrate temporal/causal understanding is significantly affected by the type of task presented and the mode of response required. Investigators found that 3-year-olds demonstrated moderate recognition skills, while 4-year-olds showed moderate completion skills and 5-year-olds exhibited the emergence of verbal explanation and seriation skills. It is concluded that children's ability to demonstrate causal/temporal understanding depends upon the task's demands for representational and mental manipulation skills. (RH)

ED223332 PS013170

Barbera-Stein, Linda

Specifying Labeling Theory: The Case of the Young Child and Psychoanalytic Agents of Control.

Pub Date Sep 82
Note-43p.; Paper presented at the Annual Meeting of the American Sociological Association (77th, San Francisco, CA, September, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Child Rearing; Comparative Analysis; *Day Care; Early Childhood Education; Emotional Disturbances; *Labeling (of Persons); Lower Class; Parent Role; *Parents; *Problem Children; *Referral; Socialization; Staff Role; Theories; *Therapy
Identifiers-Ideology; Social Construction of Reality; *Social Control; *Social Transition

The analysis described here focuses on the social construction of deviants and deviance as reflected in data collected from one day care center and the seven therapeutic settings used by the day care staff for referral of problem children. In the first part of the analysis, the day care program is characterized and the normal social status of the child is extracted from the data. In the second part of the analysis, the impact of the program's common sensical and social organizational approaches to the labeling and referral of preschool children is described. Specifically discussed are (1) the influence of these factors on the day care staff's interpretation of behavior, (2) identification of children as deviant, (3) use of typifications, (4) attribution of responsibility, and (5) routinization of staff's official reaction. In the third part of the analysis, the therapeutic programs are described and compared to the day care program. Comparisons are also made between a child's normal and deviant statuses and between the status transitions of children and parents. In a concluding discussion, implications of the data for labeling theory are indicated; these involve differentials in social status and the organized ideology and practice of agents of control, and emphasize the socially organized character of labeling processes. (RH)

ED223333 PS013172

Richardson, Rhonda A.

Shifting Emphasis from Parental Youth to Parental Age in Studies of the Timing of Parenthood: Rationale, Research Findings, and Recommendations.

Pub Date Oct 82

Note-16p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Washington, DC, October 14-17, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences; *Attitude Measures; *Child Rearing; Fathers; Mothers; Observation; *Parent Child Relationship; *Parent Role; *Parents

Identifiers-*Delayed Parenthood; Parenting

Reported in this paper are results from two studies undertaken to explore the impact of parental age on childrearing practices. The first study involved administering the Child Rearing Practices Report to 65 adult participants, then asking the participants to describe their parents' childrearing attitudes. Results suggest that those respondents who were born to parents age 33 or older perceived their parents as being warmer and less likely to adhere to stereotypical parental roles. The second study provided for a secondary analysis of observational data collected in the homes of 52 families. Multiple regression analyses indicated that parental age effects are more apparent for mothers than for fathers and that women who are older when their children are born maintain higher levels of interaction with those children and are more positively disposed toward them. Further research to explore the timing of parenthood from the parents' perspective is recommended. In addition, the possibility that delayed parenthood may represent an adaptive mechanism for coping with a depressed economic climate is discussed. (Author/MP)

ED223334 PS013173

Haffey, Nancy; And Others

The Differential Effectiveness of Two Models of Skills Training for Working Class Parents.

Pub Date Oct 82
Note-25p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Washington, DC, October 12-16, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitude Change; *Child Rearing; *Children; Communication Skills; Intervention; Parent Child Relationship; Parent Education; Parent Role; *Parents; Pretests Posttests; *Program Effectiveness; *Self Concept; *Training Methods; Working Class

The purpose of this study was to assess changes in parental skills and attitudes and to examine children's self-concept and behavior following parents' participation in one of two skills training programs. Pretest and posttest measures were administered to 15 working-class parents participating in a communication skills program, to 7 parents participating in a behavioral skills program, and to 12 parents assigned to a nonequivalent control group. It was expected that a 3-month follow-up with selected measures would reveal a changed attitude toward childrearing in parents participating in either skills training program. It was also expected that the children of parents who participated in either training group would show positive changes in self-concept. Results indicated that both skills training models were effective in developing their respective skills, in influencing parental attitudes, and in increasing the self-esteem of participants' children. However, evidence for children's behavioral change and perceptions of parental skill attainment remained inconclusive. (Author/MP)

ED223335 PS013174

Lichtenstein, Robert

Predicting School Performance of Preschool Children from Parent Reports.

Spons Agency-Minnesota Univ., Minneapolis. Graduate School.

Pub Date Aug 82

Note-24p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982). Also supported by a grant from the University of Minnesota's Bureau of Education for the Handicapped.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; Adjustment (to Environment); Age Differences; Birth Order; Language Acquisition; *Performance Tests; *Predictive Validity; *Preschool Children; Preschool Education; Socioeconomic Status

Identifiers-*Parent Reports

The general question of how well parents' reports about their preschool children predict school performance was addressed in this study. In addition, the effects of several population characteristics--sex, socioeconomic status (SES), child's age, and birth order--upon the validity of parent reports were investigated. Parents of 391 preschool children aged 49 to 64 months completed a brief developmental inventory as part of a preschool screening program operated by an urban school district. The 28-item developmental inventory assessed adaptive behavior and language development. In addition, preschool children were administered the Minneapolis Preschool Screening Instrument. Teacher ratings of kindergarten performance the following year provided criterion data to validate the screening measures. Correlations with the overall teacher rating (the mean of nine ratings) were .40 for the adaptive behavior scale and .57 for the language scale. Validity figures for the development inventory were significantly higher for low-SES than for high-SES children, for older children (57 to 64 months) than for younger children (49 to 56 months), and for firstborn children than for younger siblings. No effects were found by sex. While a positive relationship between parent reports of developmental functioning and early school performance was clearly established, validity levels did not justify use of parent information as a sole source of preschool screening information. (Author/MP)

ED223336 PS013175

Kaplan, Melissa G.

Nutrition Inservice Education for Urban Day Care Providers: A Comparison of Three Models.

Pub Date Nov 81

Note-12p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Detroit, MI, November 5-8, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Caregivers; Comparative Analysis; *Day Care Centers; Early Childhood Education; *Family Day Care; Models; *Nutrition Instruction; Staff Development; *Workshops

Identifiers-*Nutrition Education Training Project MI

Three different models of inservice nutrition education implemented by Detroit's Nutrition Education Training (NET) Project are described and compared. The NET Project was funded first as a pilot project in 1978-79, and was refunded in 79-80 and 80-81. The original pilot project goal was to demonstrate the value of teaching urban day care staff members to provide hands-on, classroom food activities for the preschoolers in their care. The Year I Model provided intensive, on-site training in six workshops focused on topics such as food attitudes, nutrition facts, and mealtime procedures in the center. The goal in the Year II model was to develop a less expensive model so that several centers could receive on-site training. Experience showed that (1) the Year I Model could not be reduced to one session and that (2) the original emphasis on classroom activities was of secondary importance: first priority had to be given to upgrading mealtime and nutrition at the 10 participating centers. In the third year, on-site training was impossible because of reduction in funds. Therefore, a 2 1/2-hour nutrition session was presented as part of a 20-hour training experience in the Michigan Day Care Provider Training Project. Comparison of the three models leads to the conclusion that the most relevant inservice intervention uses the mealtime situation as learning occasions for the children. (RH)

ED223337 PS013177

Kaplan, Melissa G.; Smock, Sue Marx

An Effective Training Approach for Child Day Care Providers.

Pub Date Aug 82

Note-13p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Caregivers; *Day Care Centers; Early Childhood Education; *Family Day Care; *Program Effectiveness; State Programs; *Training Methods

Identifiers-Michigan

Controversy exists in the field of child day care concerning the training of child care workers. Becker (1979) states that trainers should be child care professionals who help to engage workers in an educational/developmental process, as opposed to "outside" trainers from other professions who view training as a mechanism to "add on" skills such as conflict resolution or communication skills. On the other hand, Ouderkirk (1980) argues that competent trainers from outside the field can impart needed skills by using accepted methods of adult education. The purpose of this paper is to present evidence concerning the effectiveness of Becker's approach to training in conveying knowledge and in imparting ideas about child care practices. A statewide, decentralized program was conducted which used child care professionals as trainers and provided for the modification of course content to fit the needs of local providers. Almost 1,400 center and home providers in 57 counties were trained. Test data from pre/post program measures and trained/untrained group analyses, as well as behavioral observations, demonstrated program success. Findings also indicated an expansion of provider/community contacts and an increased sense of professionalism. In conclusion, this training approach is viewed as being both practical and effective. (Author/MP)

ED223338 PS013178

Gochman, David S.

Health Motivation in Youngsters: A Longitudinal Replication.

Pub Date Aug 82
Note-20p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Differences; Elementary Education; *Elementary School Students; *Health; Longitudinal Studies; *Motivation; *Socioeconomic Status
Identifiers-*Health Motivation; Mouth Appearance Pictures

To examine whether developmental changes occurred and whether motivation to maintain good health was related to sex and socioeconomic status, a longitudinal study of third and seventh graders was conducted at five semiannual intervals. Data were obtained from subjects' responses to the Mouth-Appearance Pictures, a group-administered forced-choice task consisting of a set of nine pairs of pictures which require a child to choose between a more attractive but less healthy mouth and a less attractive but more healthy mouth. Of the 1,341 respondents who participated in the first questionnaire administration, 605 completed all five sessions. Health motivation was found to decrease linearly with age and to be inversely related to socioeconomic status in the younger sample. Implications for health education programs, theory, and future research are discussed. (Author/RH)

ED223339 PS013179

Colletta, Nancy Donohue

Depression and the Maternal Behavior of Adolescent Mothers.

Pub Date Oct 82
Note-15p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Washington, DC, October 12-16, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents; Age Differences; Attitude Measures; *Depression (Psychology); *Early Parenthood; Interviews; *Mothers; *Parent Child Relationship; *Parent Role; Questionnaires; *Social Support Groups; Stress Variables

The rates of depression among a sample of 75 adolescent mothers were studied in order to investigate the relationship of environmental stress and support to depressive symptomatology and to investigate the relationship between depression and adolescents' interactions with their children. The Stress, Support, and Family Functioning Interview, developed specifically for this study, was used to measure subjects' amounts and sources of support in the categories of task performance, material aid, emotional support, information/guidance, and community services. Sources and levels of stress were also assessed in the areas of education, employment, relatives, friends, partner/spouse, children, health, housing, and finances. In addition, data were obtained on subjects' maternal behavior, maternal role satisfaction, and understanding of developmental needs through the Parental Acceptance-Rejection Questionnaire, the Maternal Role Satisfaction Questionnaire, and the Attitude Toward Child Development Questionnaire, respectively. Subjects' symptom characteristics of depression (sleep and eating disorders, feelings of powerlessness and sadness) were measured by the Center for Epidemiologic Studies Depression Scale. Taking the sample as a whole, it was found that mothers were susceptible to depression when faced with high levels of stress, particularly stress originating from partner or spouse, education, finances, illnesses, or relatives. Levels of depression tended to be low when mothers received emotional help, material support, or high levels of overall assistance. There was a strong relationship between rates of depression and maternal behaviors in young mothers aged 14 to 17. When depressed they tended to be hostile, indifferent, and rejecting of their children, more often exhibiting dissatisfaction with their maternal role and showing little understanding of the children's developmental needs. (MP)

ED223340 PS013180

Verzaro, Marce; Potter-Kemmer, Amy

The 1981 White House Conference for Children and Youth State Conferences: Implications of "New Federalism".

Pub Date Oct 82
Note-19p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Washington, DC, October 12-16, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Children; Comparative Analysis; *Conferences; Federal State Relationship; *Social Problems; *State Action; *Youth
Identifiers-Reagan Administration; White House Conference on Children and Youth

The Reagan Administration decided not to convene a national White House Conference on Children and Youth in 1981; instead, some portion of the conference monies were offered to states and territories so that relevant related activities could be conducted at state and local levels. Some 47 states and territories accepted the offer of funds, utilizing the monies in various ways. This paper compares how 27 states and one territory made use of the federal funds they received. Concluding remarks point out benefits of having a conference at the national level. Also included in the paper is a table, organized by state, displaying categories of conference data. For each participating state, number of participants, focus and goals of the conference, processes used, results, follow-up, evaluation results, and state agency in charge are indicated. (RH)

ED223341 PS013181

Blenkle, Terri

Social Modeling and Its Influence on Changing the Toy Preferences of Preschool Children.

Pub Date 82

Note-129p.; Master's Thesis, California State University.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Age Differences; *Modeling (Psychology); Positive Reinforcement; *Preschool Children; Preschool Education; Sex Differences; *Social Reinforcement; *Toys

Identifiers-Bandura (Albert); *Childrens Preferences; Observational Learning Theory; Skinner (B F)

The effectiveness of social modeling reinforcers in changing the toy preferences of preschool-age children was investigated in this document. Subjects, ranging in age from 37 to 64 months, were matched by sex and age, then randomly assigned to one of two experimental conditions or to one control condition. In the high-reinforcement condition the experimenter was expressive, inquisitive, proximate, and nurturant; in the low-reinforcement condition she was neutral, calm, relaxed, and expressionless. In the control condition the experimenter left the room and observed the child at play. Four reinforcers (affect, reward, proximity/distance, and nurturance) were assumed to be operating jointly and vicariously in the two experimental conditions. After determining the child's preferences for three toys, the experimenter announced that the subject could play with any one of them. In the two experimental conditions the experimenter played with the toy the child preferred least. Once during the 5-minute play period the subject was given an opportunity to select another toy from the complete set of three. Results concerning the effects of social modeling reinforcers, sex, and age on change in toy preference are discussed. Related materials are appended. (RH)

ED223342 PS013184

Baden, Ruth Kramer; And Others

School-Age Child Care: An Action Manual.

Wellesley Coll., Mass. Center for Research on Women.
Spons Agency-Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; General Mills Foundation, Wayzata, Minn.; Grant (W.T.) Foundation, New York, N.Y.; Levi Strauss Foundation, Inc., San Francisco, Calif.; National Inst. of Education (ED), Washington, DC.
Report No-ISBN-0-86569-112-6
Pub Date 82
Grant-NIE-G-80-0009
Note-505p.
Available from-Auburn House Publishing Company, 131 Clarendon Street, Boston, MA 02116 (Paper, $12.00, plus $2.00 shipping).

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-*After School Day Care; Curriculum Design; Elementary Education; Guidelines; Legal Responsibility; Money Management; Policy Formation; Program Administration; Program Budgeting; Program Descriptions; *Program Development; *Program Evaluation; *Program Implementation; Staff Development
Identifiers-*School Age Day Care

Designed to be used by parents, school principals, program directors, superintendents, or others interested in child care programs, this action manual provides ideas, models and guidelines for the design, development, implementation, and operation of a program for the school-age child. Part 1 offers profiles of existing models of child care programs around the United States which reflect creative community solutions to the dilemma of school-age child care. Part 2 outlines the step-by-step process of getting started, from individuals' initial perceptions that there is a need in the community for school-age child care to the formation of a planning group and identification of the work it must accomplish. Part 3 specifies legal issues that should be investigated before a program can be put into operation, and discusses the mechanisms and strategies which can be used to successfully obtain cooperation and community approval for the program. Detailed discussions of the policies and procedures relating to the administration, staff development, finances, and day-to-day operation of the program is presented in part 4. Finally, part 5 discusses ways for planning, implementation, and evaluation of a school-age child care curriculum. (MP)

ED223343 PS013187

Borman, Kathryn M.; And Others

Negotiating Playground Games.

Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Sep 82
Grant-NIE-G-79-0123
Note-38p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September 7, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Behavior Patterns; *Childrens Games; Elementary Education; *Elementary School Students; *Group Behavior; *Interaction; Play; Sociometric Techniques; *Verbal Communication
Identifiers-Activity Structures; Coding; Naturalistic Research; Time Utilization

The major purpose of this study was to define the particular ways children's informal interactions in groups are important in their negotiations of playground games within school settings. Data, gathered over a 3-month period on the playgrounds of three elementary schools, consisted of 23 audiotaped records of children's spontaneously organized playground activity plus observer's field notes. Composed of third- and sixth-grade students, the sample included 13 girls and 10 boys previously categorized as exhibiting different levels of involvement (expert, sampler, shunner) in playground games. Two sets of analyses were conducted. Initial analyses centered on how children structured their activities on the playground. Here the specific focus was both upon the structure of the activity itself (operationalized as the pattern of turn-taking) and the allocation of players' activity during the course of the game. The temporal nature of activity structures was also determined. The second set of analyses centered upon the process of game play itself. Here interest was principally upon utterances children made in monitoring ongoing action in the game. Of particular interest were distractions threatening ongoing game performance and game maintenance strategies contributing to the continuity of action in the game. Results are reported for 19 children. Decision rules and categories developed in the investigation are appended. (RH)

ED223344 PS013188

Cocking, Rodney R.; Copple, Carol

Social Facilitation of Representational Awareness.

Pub Date Aug 82
Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences; Audiotape Recordings; Cognitive Development; *Freehand Drawing; *Metacognition; Peer Influence; *Perception; *Preschool Children; Preschool Education; Social Cognition; *Verbal Communication
Identifiers-*Representational Competence; *Representational Thinking

This study investigated preschool children's awareness of the nature of pictorial representation and their understanding of their own efforts to depict. Seventy-six subjects participated in drawing sessions held at 2-week intervals throughout the 8-month school year. Children's spontaneous comments during small-group drawing sessions were audiotaped and transcribed by an observer. With respect to the children's own drawing, coding categories used were "naming," "describing," "evaluation," and "planning." The final coding category was "reacting to a peer comment." Evidence was found of an approach to drawing which is increasingly reflective with age, even within the narrow range of 3 to 5 years. Subsequent fine-grained and qualitative examinations of children's comments revealed numerous aspects of children's awareness of the nature of pictorial representation and of their own problem-solving struggles. Two such aspects are discussed: the children's awareness of the "audience," or those who will potentially view the drawing, and the children's consciousness of the handling of space and sequence in drawings. Additionally, as part of a continuing investigation of the influence of social context on representational awareness, five event categories typical of peer interaction during drawing sessions were identified. Illustrative examples of children's interaction while drawing are appended. (RH)

ED223345 PS013190

Rothenberg, James

Classroom Activity Structures and Patterns of Peer Associations.

Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Apr 82
Grant-NIE-G-79-0079
Note-292p.
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Class Organization; Classroom Environment; Classroom Research; Comparative Analysis; Elementary Education; *Elementary School Students; *Group Membership; Models; Outcomes of Education; Peer Relationship; Proximity; *Research Methodology; Rewards; *Sex Differences; Social Development; *Social Networks; Sociometric Techniques; Student Interests
Identifiers-Activity Structures; Cliques; *Cross Sex Interaction; Process Analysis

Student interaction patterns in eight elementary school classrooms were examined to investigate (1) the relationship between interaction patterns and sociometric indicators of friends, (2) the process by which children become stratified, and (3) the structure of peer relationships in classrooms. Chapter 1, the introduction, briefly discusses the central concerns of the study. Chapter 2 presents a model of the stratification process and discusses a variety of factors which must be taken into account for understanding this process. Chapter 3 describes the methods employed in the study and contains descriptions of the children and the classrooms studied. Chapters 4 through 7 present the results of the study. Chapter 4 concerns the relationship between sociometric choices and actual interaction patterns; chapter 5 looks at the structure of peer groups; chapter 6 examines the relationship of reading groups to interaction patterns; and chapter 7 examines the cross-sex interaction patterns. Each of these four chapters starts wih a review of the relevant literature. Variations among the classrooms along certain relevant dimensions are then described. These variations are related to critical factors which lead to the variation and explain the particular pattern found in each classroom. The final chapter, chapter 8, presents a summation of the findings, an elaboration of the model proposed in chapter 2, implications for classroom practice, and suggestions for further research. (Author/RH)

ED223346 PS013198

Knitzer, Jane; Olson, Lynn

Unclaimed Children: The Failure of Public Responsibility to Children and Adolescents in Need of Mental Health Services.

Children's Defense Fund, Washington, D.C.
Spons Agency-Commonwealth Foundation (England).; Grant (W.T.) Foundation, New York, N.Y.; Ittleson Family Foundation, New York, N.Y.
Pub Date 82
Note-146p.
Available from-Publications Department, Children's Defense Fund, 1520 New Hampshire Avenue, N.W., Washington, DC 20036 (Paper, $10.50; bulk discount rates available).

Document Not Available from EDRS.

Descriptors-Adolescents; *Advocacy; Children; *Delivery Systems; *Emotional Disturbances; Federal Government; Government Role; Hospitalized Children; Innovation; Intervention; *Mental Health Programs; National Surveys; Profiles; Questionnaires; Residential Programs; *Social Responsibility; State Agencies
Identifiers-Admission Statutes (Hospitalization); Childrens Rights

At least two-thirds of the 3,000,000 seriously disturbed children and adolescents in the United States do not get the mental health services they need; countless others receive inappropriate care. This volume examines why the needs of troubled children and adolescents are not met and indicates what responsible officials, concerned advocates, and the public can do to remedy this problem. Included are (1) an overview of problems and policy issues regarding the delivery of mental health services to children and adolescents, (2) the results from a 50-state survey of state officials concerned with children's mental health and a discussion of the roles other state agencies play in delivering mental health services to children, and (3) a state-by-state analysis of statutes to voluntarily commit children to psychiatric institutions. The report also describes innovative community-based mental health programs that do meet the needs of troubled children, adolescents, and their families, giving detailed steps for action at the federal, state, and local levels to improve mental health care for children. Also included are profiles of the children and families needing mental health services. Related materials are appended. (Author/RH)

ED223347 PS013199

Caring for Young Children: An Analysis of Educational and Social Services.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Report No-ISBN-92-64-12315-6
Pub Date 82
Note-232p.

Available from-OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, DC 20006 ($17.00, no shipping charge on pre-paid orders).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Delivery Systems; Early Childhood Education; Economic Factors; Family Environment; Family Life; Foreign Countries; *Futures (of Society); *Policy Formation; Preschool Education; Social Change; *Social Services; Working Hours; *Young Children
Identifiers-Conceptual Frameworks; *Controversy; Europe; Service Quality; Service Quantity; United States

The purpose of this report is to identify the issues that policy makers and practitioners ought to consider when formulating and establishing social policies and services for young children. The six chapters included are grouped according to three parts. Part 1 describes the context of social and family environments for children living in the United States and European countries, stressing the changes directly brought about in children's lives and indirectly reflected in the definition of their educational needs. Part 2, the main body of the report, reviews several topics which have importance to the greatest number of member countries in the Organization for Economic Cooperation and Development and which constitute the common denominator in professional controversy and political debate on early childhood issues. Five such topics are discussed: the cost and financing of services for children, quality versus quantity of services, centralized versus decentralized models of service, professionals' versus parents' services, and public organization of services versus private service initiatives. Finally, Part 3 indicates likely trends that may guide and explain the choice of policies and practices in the field of early childhood care and education in the future. An article discussing a conceptual framework for the analysis of the economics of early childhood services completes the document. (MP)

ED223348 PS013201

Hoopes, Janet L.

Prediction in Child Development: A Longitudinal Study of Adoptive and Nonadoptive Families. The Delaware Family Study.

Child Welfare League of America, Inc., New York, N.Y.
Spons Agency-Social and Rehabilitation Service (DHEW), Washington, D.C.
Report No-CWLA-A-39; ISBN-0-87868-170-1
Pub Date 82
Grant-86-P-80041-3-07
Note-104p.
Available from-Child Welfare League of America, Inc., 67 Irving Place, New York, NY 10003 (Paper, $9.50).

Document Not Available from EDRS.

Descriptors-*Adopted Children; Adoption; Birth Order; *Child Rearing; Comparative Analysis; *Family Life; Family Role; Interviews; Longitudinal Studies; Parent Attitudes; *Personality Traits; *Prediction; Prenatal Influences; Self Esteem; Student Adjustment; *Success; Whites
Identifiers-Delaware; Natural Parents

A longitudinal study was conducted to determine factors predicting successful adoptions before placement and to identify differences and similarities between adoptive and biological families. Data collected on both adopted children and on their adoptive families before placement was related to data collected on the same children and families 6 months after placement and when the children were 2, 5, and from 8 to 12 years of age. Similar data to be collected on biological children and their families then provided the basis for an analysis of likenesses and differences displayed by biological and adopted children and their families, as well as for examination of developments over time in both groups as related to earlier factors. The original sample was composed of five groups: the first four groups consisted of adopted children and their adoptive families, while the fifth consisted of biological children and their families. The sampling period extended over nearly 6 years, from late 1962 to early 1968. The present report concerns the biological child/family group and only one of the adoptive groups (260 white families who adopted white children placed for adoption at 24 months of age or younger). The first phase of the study focused on the first 5 years of the child's life, while the second phase of the investigation involved a series of self-contained studies directed toward the functioning of the adoptive families and their comparison groups. Findings of both phases are reported. (RH)

ED223349 PS013202

Fanshel, David

On the Road to Permanency: An Expanded Data Base for Service to Children in Foster Care.

Child Welfare League of America, Inc., New York, N.Y.; Columbia Univ., New York, N.Y. School of Social Work.

Spons Agency-New York State Dept. of Social Services, Albany.

Report No-CWLA-AM-34; ISBN-0-87868-141-8

Pub Date 82

Contract No-IVB: C93996

Note-337p.

Available from-Child Welfare League of America, Inc., 67 Irving Place, New York, NY 10003 (Paper, $18.95).

Document Not Available from EDRS.

Descriptors-Adoption; *Child Welfare; *Databases; Evaluation; Family Characteristics; Field Tests; *Foster Care; Foster Children; *Foster Family; Management Information Systems; *Parent Child Relationship; Parent Participation; Questionnaires; *Welfare Services

Identifiers-Caseworker Client Relationship; Parent Visitation; Permanency Planning (Foster Care)

This volume reports three related "mini-projects" building upon New York City's Child Welfare Information Services (CWIS) program, a management information system for children in care. A field trial was performed to assess the value of new data modules representing information domains which were thought to be highly useful and not normally available. The studies focused on three phenomena: (1) parents' visitation of their children in care, (2) service contacts with parents and the ability of children to establish relationships with their social workers, and (3) the children's foster homes as a potential permanent abode in the event of parental failure to resume care. An important feature of the trial runs of data modules was that they had been linked to the existing CWIS database. This link made it possible to sample from each of the 20 to 33 participating agencies' caseloads in a systematic way. Equally important, the link with the CWIS database allowed investigators to follow, over the course of a year or more, the progress of children for whom experimental forms had been filled out; such follow-up helped in determining whether measures developed from the data modules were predictive of status changes (for example, the discharge of children to their parents). (RH)

ED223350 PS013203

Radin, Norma

Wives of Childrearing Men.

Spons Agency-Michigan Univ., Ann Arbor. Rackham Graduate School.
Pub Date Apr 81
Note-20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Rearing; Family Characteristics; *Fathers; Middle Class Parents; *Mothers; *Parent Attitudes; *Parent Background; *Parent Role; Whites

To better understand the role of wives in families in which fathers raise the children, data were analyzed from a previously conducted study of partial role reversals in two-parent families. The sample consisted almost exclusively of 59 white, middle-class families with a child 3 to 6 years of age. Data gathered in separate interviews with mothers and fathers were used to compute an index of father involvement. During the interview, parents were asked about their own fathers' roles in child care, their own mothers' employment, discussions between spouses about parenting, and other issues. Parents were also given three relatively standardized instruments as part of the interview process: the Bem Sex Role Inventory, the Torgoff Developmental Timetable, and the Cognitive Home Environment Scale. Total scores on a scale developed from interview scores were used to divide the sample into father groups with high, intermediate, and low involvement. Results are discussed. (RH)

ED223351 PS013204

Embry, Dennis D.; Malfetti, James L.

Safe Playing Program: Final Report on Process Field Test.

AAA Foundation for Traffic Safety, Falls Church, Va.

Pub Date Aug 82

Note-146p.

Available from-AAA Foundation for Traffic Safety, Room 7v28, 8111 Gatehouse Road, Falls Church, VA 22047 ($2.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Accident Prevention; Field Tests; Parent Attitudes; *Parent Participation; *Pedestrian Traffic; *Preschool Children; Preschool Education; *Program Effectiveness; Safety Education; State Surveys; Teacher Attitudes; *Traffic Accidents

In two previous experimental observational studies, the Safe-Playing Kit, a program with empirically proven potential for reducing the risk of pedestrian accidents to preschoolers, was developed. The purpose of the present study was to field test a prototype of the kit in 17 diverse preschools and day care centers located in eight states. Feedback on the process of implementation came from evaluations and suggestions made by preschool teachers, parents, and administrators, as well as through two concept probes employing children's responses to storybook situations, one administered before and one after the program was implemented. Results indicated that most teachers and parents felt the program was successful. In addition, children showed highly significant gains in scores on pretests and posttests following the use of the program. It was concluded that the Safe-Playing Kit can be implemented in a diversity of communities, preschools, day care centers, and families across the country and that the program can be successfully conducted by trained teachers and parents as a part of their everyday activities. Forms of and results from the teacher's survey, as well as versions of the parent surveys, are appended along with a description of methods used and results obtained from the children's responses to storybooks and concept probes. (Author/MP)

ED223352 PS013206

Johnson, Suzanne Bennett

Anxiety in Children: Recent Advances in Prevention.

Pub Date Aug 82

Note-9p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Anxiety; *Children; *Coping; Dentists; Diabetes; *Emotional Response; *Parent Role; *Prevention; Research Needs; Stress Variables

As behavioral approaches for the treatment of clinically significant fears became more accepted, the same techniques began to be applied to normal youngsters' reactions to highly stressful situations in an attempt to prevent the development of excessive fears in children. Although there is widespread acceptance of preventative approaches to help youngsters cope with stressful experiences, a review of the research literature suggests that prevention programs are not effective with all children. In fact, they may make some youngsters worse. The effectiveness of any prevention program depends upon (1) what is done to the child in the form of preparation; (2) what the characteristics are of the child receiving treatment; (3) what the characteristics are of the physician, dentist, etc., who is treating the child; and (4) what is expected of the child during the stressful experience. Topics for further research include age differences in children's coping strategies, interaction between a child and his or her dentist or physician, parents' influence on their children's ability to cope, and the development of preparation programs appropriate for the specific behaviors expected of the target child. (Author/RH)

ED223353 PS013207

What Shall We Tell the Children?
Bananas, Inc., Oakland, Calif.
Pub Date 82
Note-16p.
Available from-Parenting in a Nuclear Age, c/o Bananas, 6501 Telegraph Avenue, Oakland, CA 94609 ($1.00).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Children; *Nuclear Warfare; *Parent Role; *Political Socialization; *Social Action

Ways parents can help their children deal with information and emotions associated with the threat of nuclear war are offered in this paper. Also included is a list of actions that children can take to make their opposition to nuclear war known. (RH)

ED223354 PS013208

Bush, Patricia J.; And Others

Reliability of a Shortened Children's Health Locus of Control Scale.

Pub Date Aug 82

Note-16p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Education; Elementary School Students; Kindergarten Children; *Locus of Control; *Physical Health; *Test Construction; *Test Reliability; Visual Measures

Identifiers-*Health Status; Internality Externality

A Children's Health Locus of Control Scale (CHLOCS), consisting of 20 items with three subscales (powerful others, internal control, chance control) was developed previously by Parcel and Myer to facilitate measurement of the Internal-External Construct relative to children's health behavior. The present study used two samples of children in grades K-6, also categorized by sex and socioeconomic status, to develop and evaluate a shortened nine-item version of the CHLOCS. The nine-item version proved to be reliable and to have findings consistent with previous validation studies. A version using pictures was more reliable for grade K children and may prove more reliable in grades 1 and 2 as well. (Author/RH)

ED223355 PS013209

Fischer, Lucy Rose; Silverman, Jane

Grandmothering as a "Tenuous" Role Relationship.

Spons Agency-Minnesota Univ., Minneapolis. Graduate School.
Pub Date 82
Grant-426-0350-4909-02
Note-22p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Expectation; *Family Relationship; *Family Role;
*Grandparents; Mothers; Parent Child Relationship; *Role Perception
Identifiers-Babysitters; Grandmothers; *Role Ambiguity

Grandmothering has been described as a "tenuous" role in modern families in that grandparenting is specified as a symbolic linkage but is ambiguous in terms of behavioral expectations. This paper addresses the following question: How do role relational partners modulate their own behavior when there is ambiguity in expectations for interaction? The pilot study reported here examines patterns of consensus and dissension about grandparenthood by comparing the responses of (1) mothers and grandmothers and (2) maternal and paternal grandmothers. "Tenuous" role relationships were expected to be characterized by consensus on the symbolic structure of the relationship and dissension on the expectations for interaction. The sample consisted of 30 family "cases" with maternal and/or paternal grandmothers residing locally -- yielding 44 mother-grandmother dyads. Tape recorded telephone interviews were conducted with 30 mothers, 20 maternal grandmothers, and 24 paternal grandmothers. The interviews focused on expectations for interaction. The mothers and grandmothers were given an equivalent series of five scenarios referring to possible types of interactions: babysitting (daytime-emergency and evening-entertainment), advice-giving, playing, and discipline. For each scenario, the respondents were asked to tell what hypothetically they would do and to describe comparable situations. The interviews also included a number of background questions and a few open-ended questions about the symbolic nature of grandparental relationships. Results are discussed. (RH)

ED223356 PS013210

McConnell, Shirley

Teacher Expectations of Black Elementary Students in Integrated Classrooms.

Pub Date Nov 82

Note-38p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement; Annotated Bibliographies; *Black Students; *Classroom Communication; Classroom Desegregation; Elementary Education; Elementary School Students; Expectation; Intervention; Racial Bias; *Teacher Behavior

Identifiers-Self Fulfilling Prophecies; *Teacher Expectations

The entries in this annotated bibliography center on the effects of teachers' attitudes and behaviors towards black elementary students in integrated classrooms. The first section cites research on interactions in the classroom: specifically, self-fulfilling teacher expectations and behaviors communicating such expectations. Entries in the second section concern teacher treatment of black students. The third section focuses on a few studies investigating influences on the academic achievement of black students. The fourth section cites research related to ways of changing teachers' negative expectations. A summary, conclusions, and recommendations, as well as a glossary of terms, are included in the paper. (RH)

Adler, Peter; Adler, Patricia S.

The Carpool: An Uninvestigated Setting for Early Childhood Socialization.

Pub Date Sep 82
Note-22p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adults; Behavior Patterns; *Children; Early Childhood Education; Friendship; *Interaction; *Peer Relationship; Role Models; *Socialization
Identifiers-*Car Pools

Numerous childhood activities and relationships have been studied within the context of socialization, but one form of interpersonal experience has not yet been investigated by social researchers: the carpool. This paper investigates the types of interaction which take place within the carpool setting, both between children and adults and among peer group members. The authors conducted 50 intensive taped interviews with carpool parents, talked with teachers and administrators at several private schools attended by the children of the sample population, and observed events occurring both during and relating to their child's carpool as well as events in the carpool experiences of friends' and neighbors' children. These interviews and observations supplemented over 800 carpool trips the authors had personally participated in as they drove to school, camp, and after-hours activities over a 3-year period. Results demonstrated that apart from their function as educators, the most significant socializing influence carpooling adults have on children is to serve as role models, demonstrating and stressing the importance of certain values and behavioral norms. These include appropriate automobile safety; tolerance for other people; respect for people's feelings, privacy and personal space; and fairness in treating people equally. As for the child-child interaction, results indicated that most of the children's carpool play was characterized by friendship and cooperation. When friendship and cooperation break down they may be replaced by antagonism, meanness and hostility. The authors conclude by assessing how carpooling socialization corresponds to the three primary models of socialization - internalization of society's norms and values, learning roles for future use, and developing interactional competence - depicted by sociologists. (MP)

ED223358 PS013212

Herman, Barbara; And Others

Treating Cognitively Impulsive Children Using Academic Materials and Peer Models.

Pub Date [82]

Note-34p.; Paper based on Ph.D. Dissertation, Indiana State University.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement; Arithmetic; *Behavior Modification; *Conceptual Tempo; *Elementary School Students; Intermediate Grades; Measures (Individuals); Reading Ability; Spelling; *Training Methods

Identifiers-*Peer Modeling; *Treatment Outcomes

The effectiveness of a peer-modeling treatment in the modification of impulsive cognitive style and in the improvement of academic performance in the areas of reading, spelling and arithmetic is investigated in this study. In four single case experiments, eight fifth grade children identified by the Matching Families Figures Test Form 20 (MFF20) as cognitively impulsive received treatment via subject-nominated reflective peers using Meichenbaum's (1977) cognitive behavior modification strategies. Each experiment employed materials, differing in content (Matrices and Mazes, Reading, Spelling, and Arithmetic), and incorporating a response-uncertainty format. Comparisons of subjects' pre- and post-performances on the MFF20 and quizzes in reading, spelling and arithmetic suggest that training with academically relevant materials yields improved academic performance and change in subjects' impulsive/reflective status. (MP)

ED223359 PS013214

Wang, Margaret C.

Provision of Adaptive Instruction: Implementation and Effects.

Pittsburgh Univ., Pa. Learning Research and Development Center.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 82
Note-74p.; Revised version of paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Achievement; Classroom Environment; Educational Diagnosis; Elementary School Students; *Individualized Instruction; *Learning Processes; Models; *Outcomes of Education; Primary Education; Program Descriptions; *Program Implementation; *Scheduling; *Time Factors (Learning)

Identifiers-*Adaptive Instructional Models; Test Batteries

Despite increased interest in and acceptance of the concept and mandate of providing adaptive instruction to ensure schooling success for each student, a sizable gap exists between identification of specific educational practices and application of such practices in schools. The work described in this paper is aimed at examining the feasibility and practicability of widespread implementation of an adaptive instruction approach. Discussion focuses on four areas: (1) the conceptual and practical implications of the adaptive instruction approach and the effective allocation and use of school time; (2) the rationale and design of an adaptive instruction program that includes features thought to be particularly effective in enhancing student learning; (3) the results of a descriptive study of the program's impact on classroom processes, student achievement, and the allocation and use of school time; and (4) the comparability of the study's findings with recent literature on effective classroom instruction in general and investigations of the use of school time and student learning in particular. The descriptive study was conducted in 156 kindergarten through third-grade classrooms where the Adaptive Learning Environments Model was implemented as the core educational program. It is concluded that it is unnecessary to trade off achievement in basic skills for student growth in areas such as independence, self-responsibility, and social cooperation. (Author/RH)

ED223360 PS013215

Johnson, Melissa Ramirez

Health, Health Beliefs, and Body Image in School-Aged Girls.

Pub Date Aug 82

Note-13p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents; *Anxiety; *Body Image; Comparative Analysis; *Diseases; Females; *Freehand Drawing; Hospitalized Children; Knowledge Level; *Reproduction (Biology); Research Needs; *Sex Differences

When Spielberger's State-Trait Anxiety Scale was administered to 26 healthy and 26 chronically ill children, it was found that the chronically ill were significantly more anxious than the healthy. Results also suggested that the question of sex differences in children's emotional response to illness deserves further investigation in studies involving large samples of subjects at several developmental levels and focusing on the identification of mediating variables. For one such variable (capacity for fantasy) health status differences but no sex differences were found. An exploratory study of another potentially important mediating variable compared conceptions of the body and illness among hospitalized and healthy children. When data obtained in a body drawing task were inspected for number of body systems or parts acknowledged, no sex differences were found. However, prepubescent and pubescent girls participating in the study did not generally acknowledge in their drawings the existence of a human reproductive system. That almost none of the girls studied displayed any knowledge of human reproductive systems was a finding also thought deserving of further study. (RH)

ED223361 PS013216

Allert, Adrienne; And Others

Parent-Infant to Parent-Toddler Interaction: Task and Scoring Modifications.

Pub Date Aug 82

Note-20p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Infants; *Longitudinal Studies; *Parent Child Relationship; Personality; *Research Methodology; Research Problems; *Scoring

Identifiers-*Task Modifications; *Toddlers

This paper outlines a methodology for assessing change in the parent-child relationship between infancy and toddlerhood. Specifically, the paper focuses on the utilization of the same or comparable tasks to observe and rate parent-child interactions at infancy and toddlerhood, and points out the scoring modifications that proved helpful in analyzing temperament and behavior data obtained in two empirical studies. The task and scoring modifications enabled the researchers to investigate parent and child behavior using temperament as the independent variable. Fifty Caucasian mothers and fathers with their first-born, 4- to 8-month-old infants comprised the sample of the first study. Forty-one of the fifty families were available for the second study when the children were 19- to 24-months-old. Measurements of temperament were made with the Carey Infant Temperament Questionnaire - Revised, 1978 (for 4 - 8-month-old infants) and the Toddler Temperament Scale (for 1 - 3-year-old children). Behavioral interactions were observed and rated between mother/child and father/child dyads at both developmental stages during a series of structured tasks suitable for demonstrating individual differences among children. It is concluded that much longitudinal information is to be gained by successfully assigning equivalent structured tasks for children at different developmental levels. (RH)

ED223362 PS013217

Miller, Susan A.

When Parents Want to Teach--Developing Parent Workshops.

Pub Date Nov 82

Note-21p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Washington, DC, November 11-14, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Early Childhood Education; Parent Education; *Parent Participation; *Parent Workshops; *Program Development

Guidelines for planning and conducting a series of parent awareness workshops are offered in this paper. Parent awareness programs consist of efforts to involve parents in the education of their children through collaboration with teachers. Phases of planning with parents as partners are discussed in the first part of the paper. Planning activities described include assessing parents' needs, scheduling meetings, choosing an appropriate location, establishing basic committees, and arranging for publicity. A list of final, pre-workshop arrangements is also provided. In the second part of the paper a sequence of workshop sessions is described. Each workshop, from the first through the sixth, is designed to attain a specific objective. The workshop series begins with an orientation meeting, and in subsequent meetings provides parents with the opportunity to become acquainted; to become involved with "hands-on" activities, such as games to make and play; to select and learn from a resource person; to participate in learning activities with their children; and to discuss issues and give advice to one another in a context of mutual fellowship. In addition, guides for providing materials to parents who cannot attend workshops and for evaluating the series of workshops are offered. (RH)

ED223363 PS013218

Weinraub, Marsha; Wolf, Barbara M.

Effects of Stress and Social Supports on Mother-Child Interactions in Single and Two-Parent Families.

Spons Agency-National Inst. of Mental Health (DHHS), Bethesda, Md.; Temple Univ., Philadelphia, Pa.
Pub Date Sep 82
Grant-R01-MH-HD-32189
Note-37p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis; Coping; *Fatherless Family; *Interaction; Intervention; Mothers; *Nuclear Family; One Parent Family; Parent Child Relationship; Preschool Children; Social Networks; *Social Support Groups; *Stress Variables
Identifiers-*Parenting

Twenty-eight mother-child pairs -- 14 single parent mothers and their preschool children and a matched group of married women and their children -- were observed in order to investigate four questions concerning potential differences in the mother-child interactions, life circumstances, and social supports. These questions are (1) Do mother-child interaction behaviors differ in single parent and two-parent homes? (2) Do single parents face more stresses and life changes and have fewer social supports and community ties than do married mothers? (3) Do single parents differ from married women in how well they cope with the stresses and responsibilities in their lives? and (4) How do external stresses, life circumstances and social supports affect the functioning of single and married mothers? Results are discussed. Further, implications of the results for theoretical descriptions of the effect of social networks and maternal adjustment on child development are considered, as are implications for intervention. (Author/RH)

Trost, Jan

Custody: An Attempt Toward Conceptual Clarification.

Pub Date Oct 82
Note-13p.; Paper presented at the Annual NCFR Pre-Conference Workshop on Theory Construction and Research Methodology (Sweden, October 12-13, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Foreign Countries; *Legal Problems; *Marital Status; *Parent Responsibility
Identifiers-Child Custody; *Cohabitation; Conceptual Analysis; *Joint Custody; Norway; Sweden; United States

Approximately 10 to 15 years ago the Swedes became aware that the incidence of cohabitation under marriage-like conditions but without marriage had increased tremendously. This increasingly prevalent social behavior raised problems concerning the legal custody of the children of such unions and, ultimately, a way of granting unmarried parents joint custody of their children was worked out. For Americans and Norwegians joint custody became a social issue in the context of divorce. Research and public debate in this area have focused exclusively on the problem as found in the U. S. and Norway; until recently, there has been no discussion in Sweden about what joint custody is, could be, or should be. Custody from legal points of view is a fairly simple matter; the concept of "true" custody (i.e., custody in practice, or in "reality") is also fairly simple in nature. The concept of joint custody, however, presents complications that are evident in literature from Norway, Sweden, and the United States. Especially complicated is the issue of "equal rights and responsibilities" in the context of joint custody. Depending on how the concept is handled, the term can be meaningful and important or an empty formality. (RH)

ED223365 PS013220

Project B.E.S.T.: Language Development Handbook. Kentucky's Individualized Kindergartens (KIK).

Kentucky State Dept. of Education, Frankfort. Bureau of Education for Exceptional Children.; Spencer County School District, Taylorsville, KY.

Pub Date [82]

Note-124p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Check Lists; Early Childhood Education; *High Risk Students; *Individual Instruction; *Kindergarten Children; *Language Acquisition; Language Handicaps; Parent Participation; Screening Tests; *Speech Therapy; State Curriculum Guides; Teacher Orientation

Identifiers-Kentucky; *Project BEST

Project BEST (Building Educational and Social Skills Through Training) seeks to develop social skills in students. As a first step, high-risk kindergarten students attending school in Spencer County, Kentucky, were identified through systematic screening and assessment procedures and a curriculum was developed to meet the individual needs of the identified children. The greatest need of the children was a need for experiences promoting language development. This manual presents the language acquisition curriculum developed by personnel in the local school district. Teacher materials included in the curriculum provide a definition of language development, list basic causes for language deficiencies and delays, and present language development guidelines and checklists, as well as teacher guidelines, objectives, and general lesson plan guides for the school's speech and language program.

Instruction-related problem areas from the point of view of both the speech therapist and the classroom teacher are noted. The bulk of the material in the manual is contained in appendices. Appendices 1 through 4 provide, respectively, additional information for teacher orientation, additional materials or information for teachers, materials and information for parents, sample packets for parents, a bibliography and assessment instruments. (RH)

ED223366 PS013222

Hepworth, H. Philip

The Social Construction of Wife Battering.

Pub Date May 80

Note-21p.; Paper presented at the Children and the Law Seminar (Regina, Saskatchewan, Canada, May 8-9, 1980).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Battered Women; Divorce; Economic Factors; Foreign Countries; Government Role; *Social Change; *Social Indicators; *Social Problems; *Spouses

Identifiers-*Canada; Homeless People

The surfacing of battered wives as a specific problem comes out of the many social changes occurring in Britain and many other countries in the 1960's. It comes in part from the growing number of marriages, the peaking of the baby boom in 1959, a decrease in family size, and a steady growth in female labor force participation. Importantly, women's status in modern society, like that of children previously, is now being defined separately from that of men, and is increasingly being brought under the jurisdiction of the state. An accumulation of social factors, including improved social assistance payments and other government transfer programs, makes family dissolution more possible and more visible. Additionally, current social developments serve to reveal the presence of violence within families rather than to make the violence worse. Contributors to domestic violence in general may include (1) the inability of husbands to modify their attitudes and demands in the face of quite marked social changes affecting their wives and their children, and (2) traditional sex stereotypes and dramatized violence broadcast through television and films. While it is true that wife-battering is one manifestation of the age-old phenomenon of domestic violence, perception of wife-battering as a problem to be remedied is a mark of social progress--progress that did not and will not happen automatically, but which will have to be fought for and defended. (RH)

ED223367 PS013224

Hepworth, H. Philip

Trends and Comparisons in Canadian Child Welfare Services.

Pub Date [80]

Note-56p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adoption; *Child Welfare; Comparative Analysis; *Employment Patterns; *Expenditures; Foreign Countries; *Population Trends; *Residential Care; Tables (Data); Welfare Services

Identifiers-*Canada

Developments in Canadian child welfare services during the last 20 years are discussed in this paper. The discussion is based on data gathered from provincial annual reports and public accounts, Statistics Canada publications and Health and Welfare Canada reports on homes for special care, and from the author's earlier study of the child welfare services in the period between 1959-77. First, the author provides an overview of the general population trends in the welfare services that took place during the last 20 years, and indicates some characteristics of specific provincial child welfare services. Then the author discusses and compares the child welfare services in the Canadian provinces and territories with respect to adoption procedures, residential care, staff employment and child welfare expenditures. (MP)

ED223368 PS013225

Hepworth, H. Philip

Child Welfare Services in Longitudinal Perspective.

Pub Date Mar 80

Note-22p.; Revised version of paper presented at the Annual Conference of the Canadian Association of Schools of Social Work (Saskatoon, Canada, June 4-7, 1979).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adoption; *Child Welfare; *Community Services; Expenditures; Foreign Countries; Foster Care; *Government Role; *National Programs; *Population Trends; Prevention; Public Policy; Residential Care; Trend Analysis

Identifiers-Canada

Although workers and scholars concerned with the evolution of child welfare services have general hunches about the forces influencing the directions of service development, they have not had available to them any systematic data to verify or correct their impressions. This article attempts to provide a basis for making judgments about the recent history of such services, potentially serving to indicate future directions and problems. The data presented here are intended to provide an overview of trends in Canadian child welfare services during the last 20 years. Based on recently collected material published in detail in the report entitled "Foster Care and Adoption: A Baseline Study of Canadian Child Welfare Services 1959-77," the present material offers a summary of the relationship between demographic changes in the population of children between 1959 and 1977 and the evolution of child welfare services and governmental policies in response to those changes. Topics discussed include (1) demographic developments and child welfare services, (2) residential care, (3) foster care, (4) adoption services, (5) child welfare expenditures and resources, (6) long-term trends in the child welfare services, (7) preventive services, and (8) limitations of traditional approaches to service provision. (RH)

ED223369 PS013226

Hepworth, H. Philip
The Future of the Child Welfare Services in the 1980s.
Pub Date Jun 80
Note-19p.; Paper presented at the Canadian Conference on Social Development (27th, St. John's, Newfoundland, Canada, June 17-19, 1980) and at the Northwest Regional Conference of the Child Welfare League of America (Regina, Sadkatchewan, Canada, June 22-25, 1980).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bureaucracy; Childhood Needs; *Child Welfare; *Community Services; *Delivery Systems; Foreign Countries; Improvement; *Prevention; *Social Services; Sociocultural Patterns; Welfare Agencies; Welfare Recipients; *Welfare Services
Identifiers-Canada; Service Quality

Child welfare services would benefit from a radical rethinking of methods of delivery. As matters now stand, stigmatized services are provided for stigmatized groups (specifically, the children of poor and minority ethnic groups). It is useful to differentiate the social provisions relating to children in need into three categories: (1) truly preventive services, including universal provisions for all children and selective provision for high-risk children; (2) preventive/protective services--in other words, services as presently provided; and (3) "in-care" or substitute care services--for example, child welfare services. Preventive/protective services are likely to be crude, inadequate, ineffectual, and inappropriate. In-care or substitute care services are by definition and design "residualist," or end-of-the-line. Providing services only when a child's primary social support networks break down does not remedy longstanding social ills, nor does it effectively meet new and emerging social needs. Adequate social service provision would remove disadvantages for children and minimize the possibility of deficits. Broadly based community health and social service systems, in which multidisciplinary teams could have access to a wide range of needed resources, could more adequately serve children than could other means of service delivery. While no panacea, universality is the only principle permitting appropriate response on a societal level to modern needs. (RH)

ED223370 PS013235

Shannon, Albert S., Ed.

Sex Differences in School Learning.

Evansville Univ., Ind. School of Education.

Pub Date 82

Note-59p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Children; *Communication Skills; *Comprehension; Elementary Education; *Elementary School Students; Listening Comprehension; *Mathematics; Nonverbal Communication; *Reading; Reading Interests; Reading Tests; Self Concept; Sex Bias; *Sex Differences; Sex Stereotypes; Socioeconomic Status; Student Attitudes; Student Teachers; Verbal Communication

Sex differences in school learning are examined with a focus on how the variable of gender affects the teaching, learning, development, and behavior of children. The initial entries in this collection of articles focus on reading: the reading interests of girls and boys, sex bias and stereotyping in reading tests, and the influence of gender, sex-role beliefs, and socioeconomic status on listening comprehension. The second section deals with sex differences in the field of mathematics. The combined references of the two articles in this section provide almost 50 opportunities for further reading and research. The third section examines the issues of gender and sex stereotyping. Articles focus on children's understanding of gender, the influence of sex stereotyping in limiting children's play choices, the responses of kindergarten and fourth-grade students to a series of gender-related stories, a "curriculum of self-concept," and the knowledge and attitudes of preservice teachers toward the role of women in society. The final section examines sex differences from the perspective of nonverbal and verbal behaviors, describing sex differences in nonverbal skills and discussing implications for children's developing communicative and social skills. Implications of sex differences in "male and female language" for teachers are also pointed out. (RH)

ED223371 PS013236

Impact of Budget Cuts on Children: Background Materials for Joint Hearing of the Subcommittee on Oversight of the Committee on Ways and Means and the Subcommittee on Health and the Environment of the Committee on Energy and Commerce, U.S. House of Representatives, 97th Congress, 2nd Session.

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.; Congress of the U.S., Washington, D.C. House Committee on Ways and Means.
Report No-WMCP-97-30
Pub Date 3 Mar 82
Note-46p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adoption; Block Grants; Breakfast Programs; Children; *Day Care; *Federal Programs; *Financial Support; Foster Care; *Health Programs; Health Services; Lunch Programs; Mothers; *Nutrition; Nutrition Instruction; Social Services; Tax Credits; *Welfare Services
Identifiers-Congress 97th; Project Head Start; Special Supplemen Food Program Women Infants Child; Work Incentive Program

Prepared for joint hearings on the impact of the proposed budget cuts on programs affecting children, these background materials describe the main programs which serve children in five general areas. These areas are health services for mothers and children, child nutrition programs, aid to families with dependent children, day care and other child care programs, and child welfare, foster care, and adoption programs. Both the impact of the previously enacted FY 1982 budget cuts and the impact of the new proposed budget cuts for FY 1983 are analyzed. (RH)

ED223372 RC013571

Binder, Wolfgang

Anglos Are Weird People For Me. Interviews with Chicanos and Puerto Ricans. Materialien 12.

Spons Agency-Free Univ. of Berlin (West Germany). John F. Kennedy Inst. of North American Studies.

Pub Date 79

Note-395p.

Available from-John F. Kennedy-Institut fur Nordamerikastudien, Bibliotek Freie Universitat Berlin LansstraBe 5-9, 1000 Berlin 33 Federal Republic of Germany ($15.00 per copy, 2-5 copies, $13.50, 6-10 copies $12.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Acculturation; Cultural Background; Culture Conflict; Ethnicity; Folk Culture; Hispanic American Culture; Interviews; Mexican American History; *Mexican Americans; Oral History; *Personal Narratives; Primary Sources; Puerto Rican Culture; *Puerto Ricans; *Social Attitudes; *Social History

Identifiers-Chicano Movement; Chicanos

The book presents the statements of 8 Mexican Americans and 10 Puerto Ricans, aged from 19 to 29, who were interviewed to reveal their degree of acculturation. Questions include attitude, behavior and/or fact-finding items and cover habitat; family background; intactness of family; educational, income, and occupational levels of parents and respondents; primary groups (e.g., family, close friends, neighbors); peer group influence; behavior and/or achievement models; life history; attitudes toward childhood and adolescent self; interpersonal relations; attitudes toward in-group and out-groups, especially social-distance attitudes toward Anglo-Saxon Americans, Blacks, and other Latin groups; value judgement and clashes; ethnic and cultural loyalties; individual and group identity; self-stereotyping; degree of historical consciousness and awareness of discrimination; ego ideals; occupational, social, and personal aspirations; moral codes; "machismo"; concept of sex roles; supernaturalism; religious beliefs; folk culture; myth; magic; "curanderismo"; and spiritualism. Brief introductions to Mexican Americans and Puerto Ricans discuss self-referents, historical background of Mexican Americans and Puerto Ricans on the island, immigration, migrant workers, law enforcement, education, family social values, the Chicano Movement, folk beliefs, forms and aspects of Puerto Rican dependence, characteristics of the island population, migration to the mainland, the agony of acculturation, and cultural life and its organization in the New York Puerto Rican community. (NQA)

ED223373 RC013637

Bailey, Gerald D.

Curriculum Development in the Rural School.

Pub Date 16 Nov 82

Note-55p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrator Role; Change Strategies; *Curriculum Development; Curriculum Evaluation; Curriculum Guides; Definitions; Elementary Secondary Education; Lay People; *Leadership Responsibility; *Organizational Objectives; *Program Implementation; *Role Perception; *Rural Schools; Rural Urban Differences; Staff Role; Student Role; Teacher Role; *Vertical Organization

Identifiers-*Curriculum Leadership Hierarchy

The state-of-the-art review addresses the problems faced by rural education in the area of curriculum development and suggests that mechanisms for curriculum development may need to be different or redefined to allow rural schools to operate at their maximum potential. The report looks at the positive and negative factors influencing rural curriculum development and provides a definition of curriculum in the rural school district. Curriculum leadership and responsibility are addressed via eight components of the curriculum leadership hierarchy - administrator, curriculum director, curriculum steering committee, curriculum subject area committee, consultants, school board, students, and lay people. Six steps of planning and implementing school curriculum are outlined: (1) establishing the goal-objective hierarchy; (2) determining scope and sequence; (3) developing curriculum guides; (4) implementing curriculum through classroom instruction; (5) implementing curriculum evaluating activities; and (6) implementing curriculum revision based on evaluation findings. Among the nine advantages of the goal-objective hierarchy described are: development of curriculum can become systematic; relationship between school and individual teachers can be identified; and monetary allotments to departments or subject areas can be based on need. (AH)

Sparkman, William E.
A Cost Analysis Process for Rural Schools.
Pub Date 16 Nov 82
Note-31p.; Paper presented at the Annual Rural and Small Schools Conference (4th, Manhattan, KS, November 16, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cost Effectiveness; Decision Making; Elementary Secondary Education; *Operating Expenses; *Rural Schools
Identifiers-Examples

Cost analysis involves breaking down operating costs of a school district and allocating those costs to the appropriate unit of analysis so various comparisons can be made and used by school boards in making decisions about whether to continue certain programs or whether to close or consolidate school buidings. A cost analysis does not provide exact cost figures for any given unit of analysis, rather cost figures represent reasonable and best estimates derived from budget and expenditure information. It is estimated that 80-95 percent of a district's total budget can be isolated according to the selected unit of analysis. A cost analysis focuses on the input of schools as measured by dollars, without regard for school climate, quality of the teaching force, leadership of the school, or outputs of the educational process. To illustrate cost analysis methodology, a cost analysis process is applied to a rural situation in a midwestern state where the school board operates two high schools, located in separate communities about 15 miles apart. A functional budget is developed in traditional categories as the basis for cost allocation. Tables and charts illustrate findings of the analysis and the ways such analysis can be presented for decision making. (BRR)

ED223375 RC013639

Davis, Beatrice L.

Effects of Declining Enrollments: A New Mexico Study.

Spons Agency-New Mexico State Dept. of Finance and Administration, Santa Fe. Div. of Public School Finance.

Pub Date Sep 82

Contract No-70-S-191

Note-59p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Comparative Analysis; Cooperation; *Costs; Curriculum Problems; *Declining Enrollment; Delivery Systems; Elementary Secondary Education; Expenditure Per Student; Government Role; Innovation; Operating Expenses; Population Trends; Program Costs; School Districts; Small Schools; *Staff Development; State Departments of Education; *Teacher Certification

Identifiers-Funding Formulas; *Impact; Impact Studies; Multiple Endorsements; *New Mexico; *School District Size

Because 66 of New Mexico's 89 public school districts experienced declines in 1981-82 enrollments and most were unable to decrease educational costs at the same rate as their decline in enrollment, the legislature requested a study on effects of declining enrollment and possible adjustments to the school distribution funding formula to cushion adverse outcomes. Current literature, interviews, and data compiled by the public school finance division over a 5-year period (1975-76 to 1980-81) provide comparisons and demonstrate trends. Statewide forecasts indicate that declines will begin abating within 3 to 4 years, but there will continue to be school districts experiencing major unpredicted decreases in population which cannot be easily addressed within the current formula for distribution of state funds. Although the degree of negative impact from declining enrollments varies, reports of educational deterioration in some districts must be of paramount concern to planners and decision-makers. To adequately address declining enrollment problems, increased leadership and assistance from agencies and institutions throughout the state are needed. Among the recommendations are: greater flexibility in determination of standards for teacher certification, especially in the area of multiple certification, and expansion of course offerings in remote areas and incentives for nontraditional delivery systems. (BRR)

ED223376 RC013640

Sullivan, James V.

Ethnography as a Tool for Research in Student Activities at Small Schools.

Pub Date Dec 82

Note-14p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitudes; *Comparative Analysis; Data Collection; *Ethnography; High Schools; High School Students; Recordkeeping; *Research Methodology; *School Activities; Small Schools; *Student Participation; Time Perspective

During the 1979-80 academic year, a study was conducted to determine the beliefs and attitudes held by individuals in four groups (students, parents, teachers, and administrators) directly associated with the student activity program in a small Mississippi high school using ethnographic techniques. Ethnographic techniques involve the direct observation of human activity and interaction in an ongoing and naturalistic fashion. During the study, advantages and disadvantages in using ethnographic method were found. Major advantages included sufficient on-site time for a depth of understanding allowing the researcher time to review and analyze information which seemed enigmatic on the surface; attendance at almost all activities provided first-hand information and gradually made the investigator an accepted entity in the school; and the method did not disrupt the ongoing routine of the school. Disadvantages to ethnography were extensive time spent away from job and family; more time was needed to complete the study than was planned; problems in scheduling interviews and observing events; extensive recording of events and interviews; and hand-written records of interviews and observations imposed limitations on amount and quality of material recorded. (ERB)

ED223377 RC013641

Bailey, Gerald D.; Hortin, John A.

Helping Rural Educators Improve Instruction Through Mental Rehearsal.

Pub Date 16 Nov 82

Note-10p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Innovation; *Educational Strategies; Elementary Secondary Education; *Instructional Improvement; *Rural Education; *Small Schools; *Teacher Improvement

Identifiers-*Rehearsal Strategies

A solution to staff development and instructional improvement for rural and small school teachers is through self-initiated and/or self-styled improvement programs using the mental rehearsal strategy. Mental rehearsal is the process of using imagery to practice teaching behavior before actually teaching. If rural educators can be trained to mentally rehearse methods, activities, demonstrations, and teaching behavior, they can provide themselves with a means of instructional improvement through their own self-initiated, self-improvement program. Common purposes of mental rehearsal are relaxation, positive thinking, and psychological preparation of a task. Mental rehearsal can be used to focus on specific verbal cues (accepting emotion, praising, questioning, lecturing, or criticizing) and nonverbal cues (energy level, touching, use of time, teacher travel, eye contact, posture, silence, facial features, or use of space) during classroom interaction and classroom teaching. Questions pertaining to mental rehearsal are discussed, such as what types of mental rehearsal are possible, when does mental rehearsal occur, how frequently should mental rehearsal occur, and where should mental rehearsal occur. (ERB)

Project Stretch Final Narrative Report. Year III.
American Camping Association, Martinsville, Ind.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date May 82
Grant-G007901333
Note-381p.; For related documents, see RC 013 643-651.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrator Education; *Camping; *Disabilities; Inservice Education; *Management Development; *Material Development; Outdoor Education; *Program Implementation
Identifiers-American Camping Association; *Project STRETCH

In June, 1979, the American Camping Association implemented Project STRETCH (Strategies to Try out Resources to Enhance the Training of Camp Directors serving the Handicapped), a nationwide in-service training program for personnel providing services to handicapped children and youth in regularly and specially designed camping and outdoor education programs. The narrative report describes in detail the eight objectives of Project STRETCH achieved during the three years: development and implementation of a comprehensive management plan for conducting a national in-service training program; assessing current status of in-service training programs and resources for camp directors in the U.S.; determining appropriate competency-based content and system for camp director in-service training; development of new instructional materials needed to accomplish identified training goals and objectives; training instructors of in-service programs; conducting a series of national in-service training programs; publishing a trainer's guide, in-service curriculum guide, and a book of selected readings and resources; and developing a dissemination plan and analyzing the utilization of in-service training materials and programs. Appendices include information bulletins, major surveys and dissemination plan, evaluation reports, and a chart of educational services delivery system. (ERB)

ED223379 RC013644

Stein, Sue, Ed.

Camp Director Education Curriculum Guide. Camp Administration Series.
American Camping Association, Martinsville, Ind.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
Pub Date Sep 81
Grant-G007901333
Note-53p.; For related documents, see RC 013 643-651. This document is a Project STRETCH volume.
Available from-American Camping Association, Bradford Woods, Martinsville, IN 46151-7902.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrator Education; Administrator Role; Adult Education; *Camping; *Core Curriculum; Disabilities; *Learning Activities; Outcomes of Education; *Outdoor Education; Program Development; *Resource Materials
Identifiers-*Project STRETCH

Part of Project STRETCH, a special personnel preparation grant, this guide contains 13 units on the practical and philosophical areas practitioners, educators, and consumers believed should be included in a basic course for administration of an organized camp: growth and development special populations, camp director's role, philosophy and objectives, program, organizational design, staff, interpreting the camp's value, evaluation, health and safety, food service, business and finance, and site and facilities. Each unit consists of six sections: rationale, basic core competency (a generalized description of the participant's behavior upon completing the unit), areas to be covered to reach the basic core competency, suggested learning activities, assessment methods, and recommended sources (books, films, tapes, etc., related to the areas to be covered and suggested learning activities). All units are numbered in the recommended sequence to be presented or studied. The guide also includes brief discussions of camp director education and of the camp director education facilitator as an adult educator. Appendices include forms for needs assessment, core curriculum planning, and evaluation; list of national organizations and denominations with camping programs and their resources for camp director education; conceptual diagram for organizing a philosophy of camping; and sample outline for a basic camp director education course. (NQA)

ED223380 RC013645

Farley, Elizabeth, Ed.

Perspectives on Camp Administration. Readings for Camp Director Education. Camp Administration Series.

American Camping Association, Martinsville, Ind.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date Sep 81

Grant-G007901333

Note-122p.; For related documents, see RC 013 643-651. This document is a Project STRETCH Volume.

Available from-American Camping Association, Bradford Woods, Martinsville, IN 46151-7902 ($8.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administration; *Administrator Education; *Anthologies; *Camping; Disabilities; *Futures (of Society); *Lifelong Learning; Outdoor Education

Identifiers-*Project STRETCH

The publication includes 47 selected readings for camp directors who are interested in reviewing the current status of the profession and who want to be a part of shaping its future. The articles, selected from periodicals directly related to camping and, where appropriate, from related journals, were selected and organized to support the American Camping Association's (ACA's) Camp Director Education Curriculum. Because of the comprehensiveness of the curriculum, only articles that received the highest ratings are included, and thus, not all objectives are addressed in this publication. The publication is organized in six sections: (1) Philosophic Foundations and Considerations; (2) Life Span Development; (3) Administration and Organization; (4) The Camp Program; (5) Programs for Handicapped Campers; and (6) A View to the Future. Each section is prefaced by an interview with a knowledgeable and experienced professional, e.g., Judith Myers, Mary Faeth Chenery, Stuart Mace, Nannette Enloe, Jan Adams, Gary Robb, and Armand B. Ball. Their comments give the reader an added dimension and distinctive insight into the six subject areas. Also, to help focus the material on the ACA curriculum, discussion questions and additional resources are included at the end of each section. (Author/NQA)

ED223381 RC013646

Stein, Cindy, Ed.

Awareness Workshop Resource Packet. Serving Persons With Disabilities Through Camping. Camp Administration Series.

American Camping Association, Martinsville, Ind.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date Sep 81

Grant-G007901333

Note-46p.; For related documents, see RC 013 643-651.

Available from-American Camping Association, Bradford Woods, Martinsville, IN 46151-7902 ($4.95 plus $1.00 or plus shipping cost).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Education; Audiovisual Aids; *Camping; *Disabilities; Experiential Learning; Information Sources; *Learning Activities; Outdoor Education; *Resource Materials; Training Methods; *Workshops

Identifiers-*Project STRETCH

The resource packet is an aid for coordinators organizing an awareness workshop on camping for the disabled or for camp directors in orienting staff to camping for persons with physical or mental handicaps. Section I covers the status of camping for the disabled, different types of disabilities, serving campers with certain handicapping conditions, and pros and cons of mainstreaming versus special camps. Section II examines important aspects of mainstreaming disabled campers, benefits for everyone involved in mainstreaming, how to adapt games for both disabled and able-bodied campers, and offers a list of mainstreaming resource materials. Section III contains a list of 36 audiovisual materials useful in learning about disabilities and how disabilities affect both disabled and able-bodied persons. Section IV presents simulation exercises for able-bodied persons to learn what it might feel like to have a disability. Section V discusses methods of recruiting disabled campers and how to assess whether a child is ready for an integrated camping experience. Section VI lists more than 100 advocate organizations for the disabled. Section VII contains references to major Federal legislation, information on American Camping Association's Standards for the handicapped, and citations of publications on funding sources for planning a camp for the disabled. (ERB)

ED223382 RC013647

Robinson, Denise

Making Effective Workshops Happen. Camp Administration Series.

American Camping Association, Martinsville, Ind.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date Sep 81

Grant-G007901333

Note-17p.; For related documents, see RC 013 643-651. Paper copy not available due to publisher's choice. This document is a Project STRETCH volume.

Available from-American Camping Association, Bradford Woods, Martinsville, IN 46151-7902 ($2.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Education; *Audience Participation; *Camping; Disabilities; Learning Activities; Outdoor Education; *Training Methods; *Workshops

Identifiers-*Project STRETCH

Intended for trainers or workshop planners, the guide provides information and suggestions for planning and conducting an effective workshop. Although an awareness workshop on serving disabled campers is used to illustrate the material, the procedures apply to all types of workshops, ranging from awareness workshops to managerials. The guide will help trainers or workshop planners to: choose a title for the workshop that will encourage attendance; provide information on the types of content, activities, and resources that should be part of a workshop; make use of local resources in planning and conducting the workshop; choose audio-visual aides which will supplement workshop content; and determine whether participants' attitudes have changed as a result of the workshop. The first section provides information on: identifying audience needs; setting goals and objectives; organizing the program; identifying resources; identifying barriers (travel, transportation, financial, architectural, and attitudinal barriers); and evaluating the program. The final section provides information on determining the types of learning activities suited to the needs of the audience and to the time available for the workshop. Appended are copies of the Attitudes Toward Disabled Person Scale and answer sheet, a workshop evaluation form, and a sample agenda and budget for an awareness workshop. (NQA)

ED223383 RC013648

Farley, Elizabeth, Ed.

Trainer Guide: Site and Facilities Managerial. Camp Administration Series.

American Camping Association, Martinsville, Ind.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date Sep 81

Grant-G007901333

Note-36p.; For related documents, see RC 013 643-651. This document is a Project STRETCH volume.

Available from-American Camping Association, Bradford Woods, Martinsville, IN 46151-7902 ($2.95).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Education; *Camping; Disabilities; *Educational Facilities Planning; Learning Activities; *Outdoor Education; Performance Factors; Program Budgeting; Records (Forms); *Site Development

Identifiers-*Project STRETCH

Composed of two units, the managerial trainer guide addresses the planning and maintenance of camp site and facilities. Designed to provide the camp director with the knowledge and skills necessary to plan and maintain the site and facilities, the guide includes a pre-assessment checklist, performance objectives, suggested activities and resources, a post-assessment survey, and a 77-item bibliography. The suggested activities list presents a broad range of suggested topics categorized under four major headings: general planning, history's role in camp development, planning application, and influences. Each topic area includes the performance objectives to be accomplished, the type of resources required, time frame, and assessment criteria. The guide also includes an outline for maintaining camp facilities and properties, maintenance problems worksheet, and sample report forms (i.e., work order request and log, equipment and supply inventory, maintenance inspection building checklist, general maintenance inspection checklist, comparative shopping form, emergency telephone checklist, and mechanical equipment record). Appendices include samples of a managerial budget, workshop report, and evaluation form. An introduction briefly discusses why managerial training is part of the Camp Director Education Program, why the needs of special populations (e.g., handicapped) are addressed in the Camp Director Education Program, and the managerial coordinator's role. (NQA)

ED223384 RC013649

Farley, Elizabeth, Ed.

Trainer Guide: Business and Finance Managerial. Camp Administration Series.

American Camping Association, Martinsville, Ind.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
Pub Date Sep 81
Grant-G007901333
Note-39p.; For related documents, see RC 013 643-651.
Available from-American Camping Association, Bradford Woods, Martinsville, IN 46151-7902 ($2.95 plus shipping).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrator Education; *Camping; Disabilities; *Instructional Materials; *Learning Activities; *Management Development; Money Management; Office Management; Outdoor Education; Personnel Management; Recordkeeping; Resource Units; *Workshops
Identifiers-*Project STRETCH

Suggested ideas on conducting a managerial workshop for camp directors are offered in this trainer's guide. Workshops must be at least one full day of training (6 hours) on each topic to be counted toward the American Camping Association (ACA) Camp Director Certification Program. Suggested topics to be addressed are: (1) basic principles and concepts of the management area; (2) accepted techniques and innovations in the selected area; (3) interrelationships of the support system to the camp goals, program, and other service areas; and (4) government regulations and sources of information. Steps to developing and implementing a managerial workshop include determining needs and interests of participants; contacting the ACA Regional Education Coordinator for resource people and ideas; arranging for a workshop meeting place and establishing fees; organizing an advisory committee to determine workshop schedule and workshop content; and selecting and orienting special resource persons or trainers. Performance objectives are presented along with a suggested program and activities outline for the managerial workshop. Samples of evaluation forms, performance questionnaires, case studies, quizzes, worksheets on budgeting, and three resource sheets pertaining to budgeting, suggested readings and marketing are provided. (ERB)

ED223385 RC013650

Farley, Elizabeth, Ed.

Trainer Guide: Food Service Managerial. Camp Administration Series.

American Camping Association, Martinsville, Ind.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date Sep 81

Grant-G007901333

Note-35p.; For related documents, see RC 013 643-651.

Available from-American Camping Association, Bradford Woods, Martinsville, IN 46151-7902 (2.95).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Education; *Camping; Disabilities; *Food Service; Instructional Materials; Learning Activities; *Management Development; Outdoor Education; *Resource Units; *Workshops

Identifiers-*Project STRETCH

Designed for a food service managerial workshop, the trainer's guide is organized into four separate units: personnel management, menu planning, food purchasing, and food service operations. Performance objectives to be met on completion of the workshop include: improving personnel operations for a camp's food service; demonstrating knowledge of principles of menu planning in order to provide nutritious wholesome meals; improving food purchasing procedures and cost control in food service operation; examining and improving camp food storage practices; identifying and maintaining equipment needed to operate a successful camp food service; examining the food service for sanitation and safety procedures; developing a food service plan for handicapped campers; and becoming familiar with regulations and government programs. Lists of resources (references, organizations, and resource people) and activities for workshop preparation, suggested learning activities for workshop participants, a sample workshop agenda, and forms for budget and evaluation are provided for the workshop trainer. (ERB)

ED223386 RC013651

Farley, Elizabeth, Ed.

Trainer Guide: Health and Safety Managerial. Camp Administration Series.

American Camping Association, Martinsville, Ind.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
Pub Date Sep 81
Grant-G007901333
Note-34p.; For related documents, see RC 013 643-651.
Available from-American Camping Association, Bradford Woods, Martinsville, IN 46151-7902 ($2.95 plus postage).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrator Education; *Camping; Disabilities; *Health; *Management Development; Methods; Outdoor Education; Policy; *Resource Units; *Safety; Workshops
Identifiers-*Project STRETCH

Consisting of two units on health and safety, the trainer's guide provides suggested activities and methods of acquiring performance objectives in each unit; sample workshop schedules for 6-hour training sessions for small, average, and large groups; suggestions for organizing and using discussion groups; an annotated reference list; and support materials (i.e., training activities, sample forms for general maintenance inspection checklist, driver's daily report, camp health record, workshop evaluation, and sample budget). Performance objectives to be met in the health unit include: knowledge of physical and emotional needs of campers and staff and various methods of fulfilling those needs; identification of licenses, certificates of operation, insurance, and/or records required to meet state and local health standards; identification of sources of information for employment requirements of camp health personnel, appropriate camp health center facilities, and health center equipment and supplies; and development of a plan for health care operation with policies and procedures. Performance objectives for the safety unit are: to identify all licenses required for operation of camp according to state and/or local status and certificates of operation, insurance and/or records required for safe operation of camp; and to develop an inspection checklist, methods to eliminate or avoid risks and hazards by specifying written procedures. (ERB)

ED223387 RC013652

Barros, Ricardo

Rural Hispanic Community. Community Education Proven Practices II. Federally Funded Local Community Education Projects.

Chama Valley Independent Schools, Tierra Amarilla, N. Mex.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date Sep 81
Grant-G008006695
Note-76p.
EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Citizens Councils; *Community Education; Community Surveys; Elections; Hispanic Americans; Needs Assessment; *Program Implementation; Questionnaires; Rural Environment; *Rural Schools; *School Districts; Training Methods; Volunteer Training
Identifiers-*Chama Valley School District NM; National Diffusion Network Programs; New Mexico (Chama)

Focusing on the Chama Valley School District's attempt to plan and implement a community council as a foundation for community education efforts in the rural Hispanic community of Chama, this publication offers "hands-on" suggestions in methods of implementing a community education program. Following a description of the school district is a discussion of the documentation/management system employed in the Chama Valley Schools Community Education program. The six sections outline the steps taken to conduct a community council election, offer suggestions on setting up a training event for the community council, outline the steps taken to complete a training event by the person in charge of completing or conducting training for the council, discuss the evaluation of the community council, outline the steps to implement a comprehensive community education program, and detail the activities involved in identifying needs and planning to meet those needs through activities associated with a comprehensive community education program. General categories of interest reflected in the needs assessment are summarized. Attachments include copies of the California Teacher Corps Network Checklist for Planning Meetings form, the survey instrument for community survey, the documentation/management plans for conducting community council meetings and training activities, the evaluation questionnaire, and a graph of council members responses to questions. (NQA)

ED223388 RC013653

Hunsaker, Alan C.

The Impact of Location Alteration on School Attendance of Chicano Gang Members.

Pub Date 82

Note-7p.; For related document, see RC 013 654

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Access to Education; Adolescents; *Attendance; Dropout Prevention; *Dropout Programs; High Schools; High School Students; *Juvenile Gangs; Mexican Americans; *Neighborhood Schools; *Nontraditional Education; School Choice; *School Location

Identifiers-*Chicanos

The study examined whether a change in school site affected the school attendance of 13 male Chicano gang members, 13 to 18 years of age, admitted to a community-based delinquency and gang violence prevention project. Since an active Alternative Studies Program, designed for students with special learning problems or for working students, already existed on certain school campuses, school officials were receptive to providing school services at selected sites outside of the established school campuses and to providing regular credits to students attending at the alternative locations. Upon entering the project, subjects were informed that a fully accredited educational service was offered at a site near their home barrio and were encouraged to attend school during available hours to earn credits toward high school graduation. Of the 13 Chicanos, 5 elected to return to school at the site within their home barrio and 4 did not take advantage of the alternative site because they were employed in work they found satisfying. Almost 40% of the Chicano gang members who had dropped out of school prior to entering the gang prevention program returned to school. The study demonstrated that alternative school sites can have a significant impact on the school attendance behavior of Chicano gang members. (NQA)

ED223389 RC013654

Hunsaker, Alan
Behavior Modification in the Treatment and Prevention of Inter-Barrio Gang Violence.
Pub Date 82
Note-12p.; For related document, see RC 013 653.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Antisocial Behavior; *Behavior Modification; Intergroup Relations; *Juvenile Gangs; Motivation; Peer Influence; Peer Relationship; Physical Environment; Self Control; *Sociocultural Patterns; *Violence
Identifiers-*Drive By Shootings

A nomothetic assessment of the drive-by shooting in inter-barrio gang violence was conducted. Available data on drive-by shootings were organized using the model of behavioral assessment suggested by Kanfer and Saslow (1969). The model included seven areas of analysis: initial assessment, clarification of the problem, motivation, development, self-control, social relationships, and socio-cultural-physical environment. The assessment indicated that: drive-by shooting, defined as the chain of behaviors in which the perpetrator used a firearm from a moving vehicle to inflict injury or death on one or more victims or to damage property, was an excessive behavior which most community members hoped to see entirely extinguished; depending upon the antecendent stimuli, drive-by shootings were categorized as "provoked" or "unprovoked"; social reinforcement for the problem behavior came from such sources as peer approval and the amount and type of news media coverage devoted to gang violence; self-control was exercised in gauging the severity of a motorized attack; although an attack was well-planned, the actual execution of the plan was the source of some anxiety reduced through the use of psychoactive substances; and the wider availability of both cars and guns made the drive-by shooting a more likely form of

violence than the face-to-face street fighting common in the past. (NQA)

LaFromboise, Teresa Davis

Assertion Training With American Indians: Cultural/Behavioral Issues for Trainers.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Dec 82

Contract No-400-78-0023

Note-123p.

Available from-New Mexico Center for Rural Education, Publication Department C-1, Box 3-AP - NMSU, Las Cruces, NM 88003 ($11.25 each; price includes postage and handling; 10 or more, 5% discount; 20 or more, 10% discount).

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*American Indian Culture; *American Indian Education; *Assertiveness; Behavior; Behavioral Objectives; *Communication (Thought Transfer); Cultural Influences; Postsecondary Education; *Role Perception; Role Playing; Secondary Education; Self Determination; Self Esteem

Assertiveness training, a current preferred method of training appropriate communication skills, strives to teach a behavior which enables a person to act in his/her own interests, to express honest feelings comfortably, or to exercise one's own rights without denying the rights of others. Assertion training could be envisioned as an intervention strategy for Indians to create conditions for a new era in which their future is determined by Indian acts and Indian decisions in pursuit of entitlement to services rather than their need for services. Designed to aid educators, human development specialists, and mental health professionals in developing assertion training programs with American Indian people, the manual discusses assertive behavior; elements of Indian culture and Indian thinking; a selected assertion training model composed of instruction, modeling, behavior rehearsal and feedback; application of assertion training to express Indian rights and responsibilities; aspects of communicating messages involving combined influences, perceptions, and interpretations of mutual role expectations of Indian and white and cultural differences. Other chapters discuss Indian non-verbal communications; assertion training with Indian adults; practical and ethical considerations for trainers; and assessment of Indian assertive behavior. Appendices provide references, a workshop agenda, and suggested exercises for assertion training. (Author/ERB)

ED223391 RC013656

The Dakota or Sioux. Gopher Historian Leaflet Series No. 5.
Minnesota Historical Society, St. Paul.
Pub Date 70
Note-21p.
Available from-MHS Order Dept., 1500 Mississippi St., St. Paul, MN 55101 ($1.50 each, $.75 for schools).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*American Indian Culture; Child Rearing; Childrens Literature; Cultural Background; Elementary Secondary Education; Family (Sociological Unit); Geographic Location; *Life Style; Migration Patterns; *Social History; Tribes
Identifiers-*American Indian History; *Dakota (Tribe); *Sioux (Tribe)

The Dakota or Sioux people may well be the best known of all the nations which first lived in North America. Tribal members gave themselves the name Dakota, meaning friends. Their Minnesota neighbors called them by a long name meaning enemy. French traders in the 1600s took the last part of the name and wrote it down as Sioux. Since then, they have been known by both names. In the late 1600s many Dakota people lived in the northern forests and along the Upper Mississippi. By the late 1700s, all Dakota had moved from their original forest homes in northern Minnesota. The tribe formed three big divisions: Eastern Dakota, comprised of four Santee bands, migrated to southern Minnesota; Middle Dakota, comprised of two bands (Yankton and Yanktonai), moved to southern North Dakota and southern South Dakota; and Western Dakota, comprised of seven Teton bands, migrated as far west as the current states of Colorado, Wyoming, and Montana. Because the three big Dakota divisions had made their homes in different kinds of country, their lifestyles changed. The booklet describes the lifestyles of each, including their housing, clothing, family life, child rearing practices, and other cultural traditions. (AH)

ED223392 RC013657

Kimball, George H.

Evaluation of 1980-81 Title IV-A Indian Education Program.

Oklahoma City Public Schools, OK. Dept. of Planning, Research, and Evaluation.

Pub Date Dec 81

Note-60p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*American Indian Education; *Attendance; Careers; Counseling Services; *Counselor Client Relationship; Cultural Awareness; Educational Opportunities; Elementary Secondary Education; Health Needs; Parent Participation; *Staff Development; Staff Role; Student Financial Aid; *Student Needs; Student Participation; Tutorial Programs; *Tutoring

The report evaluates the 1980-81 Title IV-A Indian Education Program consisting of three components designed to address special priority needs of Indian students in the Oklahoma City Public School System. Performance goals of the first component, supplementary academic assistance, were long-term tutoring of Indian students who scored below the 26th percentile (nationally) on the district California Achievement Test; short-term tutoring in specific subject areas in which individual students were perceived by their teachers to be having difficulty; and coordination with other local, state, and federal programs which provide academic assistance. The supplementary guidance and counseling component consisted of five goals: reducing Indian student absenteeism; counseling Indian students referred for adjustment or behavioral problems; assisting with financial and health care needs; providing information on career and educational opportunities; and enhancing Indian cultural awareness. Thirteen objectives were outlined for the third component, the administrative component, in reference to program staff performance goals to provide the most effective and efficient program of service to Indian students. Goals for the three components were met and are elaborately discussed with statistical information. (ERB)

ED223393 RC013658

Taylor, William J., Ed.

Mental Health for Native Americans: Program Development and Management.

Northcentral Montana Community Mental Health Center, Great Falls.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date 30 Jan 80

Grant-NIMH-R-08-79-1586; PLD 7223579

Note-65p.; Proceedings of a conference held July 23-25, 1979, in Great Falls, MT.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*American Indians; *Cultural Influences; *Delivery Systems; *Mental Health Programs; Nonreservation American Indians; *Program Descriptions; *Program Development; Racial Factors; Reservation American Indians; Resource Allocation; Staff Development; Tribes

Current mental health services for Indian people living on and off the reservation are described for individuals interested in expanding or delivering mental health services to Indian people or in the state of the art. The conference held in July 1979 was established for the purpose of sharing information about successful mental health programs. The first group of programs described are mental health services which have established themselves in a Native American community by making contacts and proving their services reliable with an explanation of planning and development from a range of highly structured needs assessment of timely and spontaneous use of available resources. The second group of programs offer solutions to challenges by evaluating needs, identifying target populations and performing outreach as major elements of service delivery; using these approaches program staff can contract with tribal groups or other health service providers and provide backup to existing programs. Efforts discussed in the last group of programs are suggestions in dealing with prejudice and racism as one element of preventive mental health work and use of inservice training for staff and cultural activities for the community. Other topics summarized and briefly discussed are professionalism, cultural-racial issues, and conceptual orientation. (ERB)

ED223394 RC013660

Pederson, Jacqueline K.; DeGuire, Daniel J.
VCR Microcomputer Teaching/Inservice.
Pub Date 16 Nov 82
Note-9p.; Paper presented at Annual Rural and Small Schools Conference (4th, Manhattan, KS, November 16, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Computer Assisted Instruction; Delivery Systems; Elementary Secondary Education; *Inservice Teacher Education; *Rural Education; *Small Schools; Special Education; *Videotape Cassettes; *Videotape Recorders
Identifiers-Computer Assisted Spec Ed Train Small Sch Proj TX

Because it incorporates many of the best practices of inservice education, the use of computer/video linkage for inservice education programs in small rural schools holds great promise for improving both the method of delivery and the content of professional development activities. Studies of staff in small rural schools consistently find dissatisfaction regarding inservice programs, yet a strong need exists for such teachers to have multiple teaching fields. Computer assisted instruction (CAI) success in meeting staff development needs is well documented, and the sustained growth of microcomputers in schools strongly supports capitalizing on the development of inservice CAI modules. A potentially ideal method of providing inservice opportunities utilizes a new technology that will advance the learner one step closer to actual "hands-on" instruction. Through the use of a video controller, a microcomputer can be linked with a video cassette recorder (VCR), thus combining the interactive and immediate feedback advantages of the computer with the realism of a video tape player. The Computer Assisted Special Education Training for Small Schools project (CASETSS) at Texas Tech University will use Texas Instruments' Video Controller and Authoring system for the purpose of developing and delivering inservice special education programs to school districts. (BRR)

ED223395 RC013661

Fogarty, M., Ed.

Small Schools: Organization and Teaching Methods.

Report No-ISBN-0-908455-04-5

Pub Date 79

Note-120p.; Printed and published by North Brisbane College of Advanced Education.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Art; *Educational Objectives; Elementary Education; *Elementary School Curriculum; Foreign Countries; Language Arts; Mathematics; Organization; Physical Education; Sciences; *Small Schools; Social Studies; *Student Centered Curriculum; *Teaching Methods

Identifiers-Australia (Queensland); *Flexibility (Teacher)

The booklet addresses a real need often expressed by teachers throughout Queensland for a concise yet comprehensive guide for those teaching in small schools (the paucity of material concerning small schools in the literature is rather surprising considering the very significant numbers of teachers and children who are or have had experience in this situation). The opening reading deals with small school organization and some of its inherent strengths and advantages and provides a setting for the following readings, each of which covers an aspect of the curriculum (language arts, mathematics, social studies, science, physical education, and art) and methodologies of the small primary school. The readings deal not only with the philosophical orientations of these subject areas, but provide thought-provoking questions about possible problems that will arise, and list practical suggestions for coping with these problems. Aspects discussed include objectives, content, methodologies, organization of time and space, resources, and evaluation. The readings clearly reflect that teachers in small schools are provided with a ready-made environment in which to achieve their educational objectives if they are concerned with aspects such as flexibility, child-centred experiences, social and emotional development, community involvement, and so on. (Author/BRR)

ED223396 RC013663

Gardener, Clark E.; Edington, Everett D.

The Preparation and Certification of Teachers for Rural and Small Schools.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Dec 82

Contract No-400-78-0023

Note-30p.

Available from-New Mexico Center for Rural Education, Publications Department C-1, Box 3-AP - NMSU, Las Cruces, NM 88003 ($9.00 each; price includes postage and handling; 10 or more, 5% discount; 20 or more, 10% discount).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Education; *Change Strategies; College Role; Community Characteristics; Higher Education; *Inservice Teacher Education; Internship Programs; Models; Needs; Preservice Teacher Education; *Rural Schools; Small Schools; State Departments of Education; *Teacher Certification; *Teacher Education

Identifiers-*Generalists

Teachers and administrators preparing for small or rural schools need better preparation in the sociological and economic factors prevalent in nonmetropolitan education. Although each geographic area has different needs, educators must be made aware of the cultural, social, and economic factors of the areas they serve. Preparation programs for teachers going into rural schools should be focused on producing a generalist in education, thus preparing teachers to cope with multi-grade-multi-subject teaching loads and with extracurricular activities. Leadership from state departments of education and from colleges of education is needed to upgrade rural and small school teacher preparation and certification programs. Preservice teacher programs alone do not suffice; inservice programs are essential to the continued growth of rural educators and to the promotion of better relations between communities, schools, and colleges of education. This state-of-the-art review describes the need for better teacher preparation and certification for teachers going into rural or small schools, looks at current preservice and inservice programs and models, and suggests ways to upgrade the status of rural teacher preparation and certification. (Author/AH)

ED223397 RC013665

Wilson, Alfred P.; Singer, Jerry D.

High School Attendance Policies in the State of Kansas.

Pub Date 15 Nov 82
Note-42p.; Paper presented at the Annual Rural and Small School Conference (4th, Manhattan, KS, November 15, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Attitudes; Adults; *Attendance; *Attitudes; *Board of Education Policy; Boards of Education; *Comparative Analysis; *High Schools; High School Students; *Leaders; School Size; Student Attitudes; Student Government; Teacher Associations; Teacher Attitudes
Identifiers-*Kansas

Questionnaires were distributed to student body presidents, building representatives of the teacher organization, principals, and school board presidents of each of 80 randomly selected Kansas high schools (with representation from each of 4 size categories) to determine how various groups affected by attendance policies perceived the characteristics of those policies. Sixty-two of the schools had previously returned their attendance policies and a panel of experts found 28 characteristics used in the attendance policies; these characteristics then comprised the questionnaire. Sample characteristics included "Parents are allowed to excuse any student absence," "The school determines which student absences are classified as excused," and "Poor student attendance leads to poor academic achievement." Significant differences were found among how the four groups perceived various characteristics of attendance policies. In 19 of 20 instances where there was a significant difference between perceptions, the difference was between a student under the jurisdiction of the guidelines and an adult not under the jurisdiction of the guidelines. The greatest number of significant differences was found between student body presidents and building representatives. School board presidents had the greatest amount of differences of any group. No significant difference existed in perceptions within individual groups when broken down by school size classification. (BRR)

ED223398 RC013666

Allred, Wallace E.; Smith, Ralph B.

Profile of Rural Utah Teachers Leaving the Teaching Profession.

Pub Date May 82

Note-13p.; Paper presented to the Utah State Board of Education (Provo, UT, June 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education; *Employment Patterns; *Employment Statistics; *Faculty Mobility; Females; Males; Pregnancy; Profiles; *Rural Schools; *Rural Urban Differences; State Surveys; Teacher Characteristics; *Teachers; Teacher Salaries

Identifiers-*Utah

Profiles of teachers from 30 rural and 10 urban Utah school districts who left the teaching profession were gathered via school district superintendents who were asked to identify teachers who left the profession during the school year and those who left the profession following the close of school. For those who left during the school year, data were obtained from district records. For those who completed the year, data were obtained from the teachers via a survey questionnaire. Although 5 rural school districts reported no turnover, general profiles revealed an approximate 19% rural teacher turnover rate as compared to a less than 9% urban teacher turnover rate. Salary was the most frequent reason for leaving following the school year and maternity the most frequent reason for leaving during the school year. The ratio of men to women resignations in rural districts approximated the men to women turnover ratios for the whole state. Positions most frequently vacated were in the elementary grades (1-3). (AH)

ED223399 RC013668

Freers, Ann M.

Negotiations in Small School Districts.

Pub Date Feb 82

Note-8p.; Paper presented at the Annual Meeting of the American Association of School Administrators (114th, New Orleans, LA, February 26-March 1, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Collective Bargaining; *Community Involvement; Decision Making; Educational Administration; *Labor Relations; *Participative Decision Making; Problem Solving; *Small Schools

Identifiers-*Collegial Problem Solving; *Paternalism; School District Size

Four paradigms of labor-management relations are found in American small schools: paternalism, collective bargaining, collegial problem solving, and community problem solving. Examination of the conditions under which each is likely to exist and their unique characteristics, reveals the circumstance which will enhance the effectiveness of each. Paternalism, most prevalent in the past, is outdated and only possible in a few communities today. The adversary collective bargaining, developed by large school systems, works with limited success in the small community with its unique communications patterns among community, staff, board, and management, and its flat organizational structure. The collegial problem solving model, which provides for multiple input from staff into the decision-making process, is relatively successful as long as the community does not focus great attention upon the schools. With recent changes in participation patterns, it will not be successful in many communities. The community problem solving model is best suited for small school districts. It provides for channels of communication which meets the unique needs of the smaller community, while at the same time providing for the most effective decisions. It does, however, demand greater time commitment from the board, staff, community, and management. (AH)

ED223400 RC013669

Seifert, Edward H.

Recruitment and Strategies for Small Schools.

Pub Date Feb 82

Note-12p.; Paper presented at the Annual Meeting of the American Association of School Administrators (114th, New Orleans, LA, February 26-March 1, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Guides; Educational Quality; Employment Interviews; Faculty Mobility; Guidelines; Incentives; *Motivation Techniques; Rural Schools; School Community Relationship; *Small Schools; Teacher Certification; Teacher Effectiveness; *Teacher Orientation; Teacher Qualifications; *Teacher Recruitment; Teacher Salaries

The guide is designed to assist the small school administrator in the successful recruitment of teachers. It provides a recruitment design, which encompasses community and school assets, and a list of "ideal characteristics" of teachers who are congruent with the needs of small schools. Fifteen strategies for effective recruitment include competitive salaries and extra duty pay, fringe benefit packages, subsidized teacher retraining, and low-cost housing. Interviewing is covered in terms of the interviewer, strategies involved in selling the district, and ways of screening applicants; a checklist for interviewers is provided. Induction systems are discussed in relation to short term orientations and long term personnel support programs. Additionally, a list of goals for an effective induction program is provided. Strategies for retention include: (1) direct impact activities--increased salaries, community involvement opportunities, and property acquisition assistance; (2) long range growth activities--inservice incentive systems, intra- and inter-district faculty exchange, and merit increases for exceptional performance; (3) motivational strategies--paying professional organization dues, locating adequate housing, and establishing the support of the school baord. (AH)

ED223401 RC013670

Cassidy, Anne E.

Outdoor Education for the Handicapped Project: An Overview.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Sep 82

Contract No-400-78-0023

Note-36p.

Available from-New Mexico Center for Rural Education, Publications Department C-1, Box 3-AP - NMSU, Las Cruces, NM 88003 ($8.30 each; price include postage and handling; 10 or more, 5% discount; 20 or more, 10% discount).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Accessibility (for Disabled); *Disabilities; Elementary Secondary Education; *Material Development; *Outdoor Education; Parent Materials; Parks; *Program Descriptions; *Resource Materials; Supplementary Reading Materials; Teachers

Identifiers-*Outdoor Education for the Handicapped Project KY

Designed for the practitioner who wants a general overview of the major program development considerations necessary for accommodating handicapped persons in the out-of-doors, this paper discusses the major highlights and results of research activities conducted by the Outdoor Education for the Handicapped Project at the University of Kentucky. The first section presents a general overview of the basic concepts and philosophies of outdoor education, Federal legislation pertaining to the handicapped, and a rationale for outdoor education for the handicapped. The major portion of the paper presents a detailed description of the process used to develop and evaluate an instructional program model and products designed specifically for educators, park and resource management personnel, and parents of exceptional children. The final section features a list of 21 recommended readings and references on outdoor education for the handicapped. (Author/ERB)

ED223402 RC013671

Williams, James D.

People of New Mexico: Size, Growth and Hispanic Population from the 1980 Census. Research Report 482.

New Mexico State Univ., Las Cruces. Agricultural Experiment Station.

Pub Date Aug 82

Note-12p.

Available from-Department of Agricultural Information Bulletin Office, Drawer 3AI, NMSU, Las Cruces, NM 88003 (Free).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Census Figures; Community Size; *Hispanic Americans; Information Utilization; *Population Distribution; *Population Growth; *Population Trends; Tables (Data)

Identifiers-*New Mexico

New Mexico, while small, is a state of great diversity in terms of size, growth, and Hispanic concentration of population. Data from the 1980 census indicate New Mexico is the 37th largest state with slightly more than 1.3 million persons and is ninth among the states in percentage of population growth. Growth comes from two demographic sources: migration of people moving into an area and natural increase (more births than deaths over the decade). While New Mexico ranks first in percentage of Hispanic population, it ranks seventh in total Hispanic population. New Mexico counties with high proportions of Hispanic population are Mora, Guadalupe, San Miguel, Rio Arriba, Taos, and Santa Fe. Bernalillo, Dona Ana, San Juan, Santa Fe, and Valencia counties have the largest Hispanic population. Majority concentrations of Hispanics occur in Albuquerque, Santa Fe, Las Cruces, Las Vegas, and Espanola. Ten tables of data show the rank of: the 50 states and the District of Columbia by population size, growth, percentage of Hispanics, and Hispanic population size; New Mexico counties by population size, growth, and percentage and size of Hispanic population; and New Mexico cities by population size, and size and percentage of Hispanic population. (NQA)

ED223403 RC013672

Vicenti, Loretta; Cordova, R. Rudy

Assessing the Educational Needs of an Indian Community. Occasional Paper Series No. 1.

California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.

Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date Mar 82

Note-47p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*American Indian Education; American Indian Reservations; *Community Involvement; Educational Assessment; Elementary Secondary Education; *Evaluation Methods; *Information Utilization; *Language Attitudes; *Needs Assessment

Identifiers-*Jicarilla Apache (Tribe); New Mexico (Dulce)

Experiences and events are presented on determining a successful way of conducting an education needs assessment on the Jicarilla Apache reservation in Dulce, New Mexico, using the following process: (1) identifying needs to devise questions on expressed concerns; (2) analyzing data; and (3) developing a program to correct the concern. The objective of the survey was to update current needs assessment and arrive at an assessment reflecting educational needs of the school, Bureau of Indian Affairs, and the community. Results of the survey created a Language and Culture Committee in the tribe, which appropriated funds for a community-based program in language instruction and the hiring of a teacher-coordinator and two language teachers. Essential points identified to conduct a successful survey were: informing the community on what was happening; utilizing community people; not extending the purpose of the survey; meeting people at their convenience; and carefully selecting interviewers. Events leading to the development of the 67-question needs assessment survey and compiled data from the 530 responses received are fully describes. The complete survey is appended. (ERB)

ED223404 SE038774

Olstad, Roger G.; And Others

Inhibitors to Achievement in Science and Mathematics by Ethnic Minorities.

Pub Date Mar 81
Note-136p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Academic Achievement; Counseling; Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; *Ethnic Groups; Inhibition; Mathematics Education; *Minority Groups; Motivation; *Performance Factors; Science Careers; Science Education; *Secondary School Mathematics; *Secondary School Science; Student Attitudes; Student Characteristics; Testing

Suggesting that the underrepresentation of ethnic minorities in technical and science-related careers and within academic programs leading to such careers has not resulted primarily from free exercise of choice on their part, but rather has resulted in some measure from barriers to minority group participation, the literature was surveyed to examine factors suspected of inhibiting minority participation in science/mathematics at the pre-college level. Factors examined included: (1) those related to testing procedures (general testing, achievement, other factors such as socio-economic status, performance patterns, and presence of bias); (2) those related to learner characteristics (cognitive style, locus of control, and attitude/motivation); (3) those related to classroom experience (differential exposure of science/mathematics instruction, de facto classroom segregation, classroom psychological environment, teacher expectations, and instructional strategies); and (4) those related to counseling experiences. Programs to encourage minority participation in science/mathematics were also examined. Suggestions based on the literature review include early exposure to experiential science and concrete mathematical materials to develop conceptual understanding, providing instructional strategies accommodating a variety of cognitive styles, rectifying any imbalance in the quality of science/mathematics instruction encountered by minorities, providing career awareness programs and academic role models, and including Asian Americans and minority women in future research studies. (Author/JN)

ED223405 SE039121

Buccino, Alphonse; And Others

Science and Engineering Education: Data and Information.

National Science Foundation, Washington, D.C.

Pub Date 82

Note-355p.; Not available in paper copy due to colored paper.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Faculty; *Degrees (Academic); *Educational Resources; Educational Trends; Elementary Secondary Education; Employment; *Engineering Education; Engineers; Enrollment; Females; Financial Support; Higher Education; *Mathematics Education; Minority Groups; Participation; Salaries; *Science Education; Science Teachers; Scientists; *Scores; Student Attitudes; Teacher Attitudes

Identifiers-*National Science Foundation

Science and Engineering Education data and information are presented in six chapters, each chapter containing detailed statistical charts and tables. Resources data contained in chapter 1 are grouped into four categories: K-12, higher education, funding, and informal education. Resources may take the form of capital, personnel, and teaching materials and may be expressed in types of educational programs offered, curricula used, and amount of time spent on them. Chapter 2 presents data on how many and what kinds of people participate in science, mathematics, and technology education and what form that participation takes. Chapter 3 focuses on student, faculty, and public attitudes, goals, and needs concerning science and mathematics education. Test data are examined in chapter 4. Degree data in chapter 5 are grouped into three categories: total number of earned degrees by subject and level, percent distribution of earned degrees by subject and level, and degree and distribution data for women and minorities. Science/engineering employment data (focusing on employment and salaries) are presented in chapter 6. Each chapter begins with an introduction and highlights of the data presented therein. (Author/JN)

ED223406 SE039192

The One Classroom School in Egypt: An Evaluative Study. Final Report.

International Development Research Centre, Ottawa (Ontario).; National Centre for Educational Research, Cairo (Egypt).

Pub Date 81
Note-303p.
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Curriculum Evaluation; *Educational Assessment; Educational Objectives; Educational Research; *Elementary Education; *Elementary Schools; *Foreign Countries; Language Arts; Mathematics; *Nongraded Instructional Grouping; Program Evaluation; Religious Education; *School Organization; Science Education; Sciences; Student Attitudes; Teacher Attitudes
Identifiers-*Egypt

This is a report of a study designed to evaluate the one-classroom school in Egypt. The one-classroom school was designed for remote areas to provide compulsory education for children 6-8 years old and a new opportunity for education for those who dropped out or failed formal school. The schools were established in 1975-76 and the evaluation was conducted 5 years later. The study was designed to provide information on: (1) the current status of the schools, student learning, and selected variables related to the school environment and (2) ways to improve the performance and efficiency of the schools. The report is divided into seven chapters: (1) The Study and Its Scope; (2) Objectives and General Features of the One-Classroom School; (3) Methodology and Steps of the Study; (4) Realities of Material and Human Potentialities; (5) Learning Level of School Subjects; (6) Attitudes toward the One-Room Classroom; and (7) Summary and Recommendations. Recommendations consider current practice and ways to improve the curriculum, instructional materials, teaching, learning, and the school and community environment.

(RH)

ED223407 SE039217

Factor, Lance; Kooser, Robert

Value Presuppositions in Science Textbooks. A Critical Bibliography.

Knox Coll., Galesburg, Ill.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date 81

Grant-OSS-79-17915

Note-62p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Allied Health Occupations Education; *Chemistry; *College Science; Environmental Education; Higher Education; Physics; Science Education; Science History; Scientific Methodology; Technology; *Textbook Content; Textbook Research; *Textbooks; *Values

Identifiers-National Science Foundation; Science Education Research

Chemistry textbooks on the market during 1979-80 designated for non-majors were read and analyzed to determine references of value judgments made on social, political, or economic issues. Textbooks included those used in general education courses, first-year chemistry courses, and in terminal introductory courses such as those in allied health science programs. Rationale for and examples of texts grouped as (1) science and society textbooks and (2) skills and drills textbooks are provided. Truth and progress, issues, naturalistic, and theory/puzzle approaches used in science and society textbooks are discussed. The bibliography provided in this section includes comments for each entry on how the scientific method, science history, and technology are presented, as well as the specific value orientation. Topics discussed in the next section on skills and drills textbooks include the nature of such books, standardization and value dilemmas of standardization, technology (virtually a complete lack of applied chemistry), and the presentation of the image of science. Following a bibliography related to this section, one textbook for chemistry majors is evaluated. Various issues related to textbooks for allied health programs are discussed, followed by an annotated bibliography focusing on content and treatment of value judgments. Eight physics textbooks are also reviewed and evaluated. (Author/JN)

ED223408 SE039405

Scharmann, Larry

Nebraska Energy Education-1982. An Evaluation.

Nebraska State Energy Office, Lincoln.

Pub Date Feb 82

Note-121p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Attitude Change; *Conservation Education; Curriculum Evaluation; Elementary Secondary Education; *Energy Conservation; Environmental Education; Interdisciplinary Approach; *Program Effectiveness; *Program Evaluation; *Student Attitudes; Teacher Attitudes; Units of Study

Identifiers-*Energy Education; *Nebraska

To determine the success of Nebraska's 3-year effort in energy education, an evaluation was conducted to solicit data concerning the effectiveness of on-going energy curricula using teacher responses. These curricula include "Energy Conservation Activity Packets" (ECAP) for elementary programs and "Basic Teaching Units on Energy" (BTU) for secondary programs. An adjunct study was also conducted to assess student attitudes relative to energy conservation attitudes. Rationale for the evaluation, methodology, results (separate sections for ECAP and BTU results), conclusions, and recommendations are included. Supporting documentation in appendices includes: survey instruments and cover letters; non-analyzed ECAP and BTU project data; list of educational service units; dissemination methodology/samples; ECAP pilot schools; and adjunct study (attitudes) materials. Results (based on curriculum users) indicate a need for increased awareness of the existence of energy education curricula, greater administrative support for program implementation, and inservice programs. Results of the adjunct (attitude) study indicate little change in students' energy attitudes during 1979-81, no significant relationship between teacher and student energy attitudes, and a direct relationship between teacher attitudes and teacher concern about energy education as an innovation. The study also found that providing teachers with knowledge of their students' energy attitudes/behaviors increases teachers' "search behavior" for curricular alternatives. (Author/JN)

ED223409 SE039462

Spiridakis, Eugenia; Siolas, John

Arithmoi Edo Ki Ekei (Numbers Here and There).

National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.; Northeast Center for Curriculum Development, Bronx, N.Y.

Pub Date [82]

Note-33p.

Available from-EDAC/Lesley College, 49 Washington Avenue, Cambridge, MA 02140 ($1.75).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Bilingual Education; *Elementary School Mathematics; *Grade 1; *Kindergarten; Mathematics Education; *Numbers; Primary Education

This book, written in Greek, presents the numbers 1 through 10 for

Greek speaking students in grades K-1. Each number is shown as a familiar object, and is accompanied by a rhyme to reinforce the learning of the number. Substantial use is made of pictures. (RH)

ED223410 SE039467

Curriculum Study: Science. A Report from the Science Curriculum Study Committee to the North Carolina State Board of Education.

North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date 82

Note-78p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Certification; Curriculum Development; Curriculum Evaluation; Elementary School Science; Elementary Secondary Education; Guidelines; *Program Improvement; School Safety; *Science Curriculum; *Science Education; Science Equipment; Science Instruction; Science Laboratories; *Science Programs; *Science Teachers; Secondary School Science; Teacher Education

Identifiers-*North Carolina

A Science Curriculum Study Committee was appointed in 1980 to thoroughly review and study the status of the North Carolina science program and to develop recommendations which, upon implementation, would significantly improve the quality of the total state K-12 science program. The committee was organized into three subcommittees with the following areas of responsibility: (1) curriculum; (2) facilities and materials; and (3) competent staffing. This document is the committee's report. Chapter 1 discusses the organization of the study. Chapter 2 highlights the background status of science education, discussing the five major concerns which were the base from which the committee launched its study of the state's science curriculum. The remaining chapters focus on the problems and challenges associated with the three major areas of the science program: curriculum (chapter 3); facilities, equipment, and materials (chapter 4); and staff (chapter 5), including a profile of the North Carolina Science teacher and addressing preservice/inservice and certification issues. Each chapter includes recommendations and rationale for these recommendations. An executive summary is found at the beginning of the report, listing the 23 recommendations and the expected improvements in the state's science programs should the recommendations be accepted and implemented. (Author/JN)

Research and Development in Industry: 1979. Funds, 1979. Scientists and Engineers, January 1980. Surveys of Science Resources Series. Final Report.

National Science Foundation, Washington, D.C.
Report No-NSF-82-304
Pub Date 82
Note-70p.
Available from-Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402 (Stock No. 038-000-00502-2, $4.75).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Science; Development; Employment; Employment Statistics; Energy; *Engineers; Expenditures; Federal Aid; *Financial Support; Higher Education; *Industry; Pollution; Research; Research and Development Centers; School Business Relationship; Science Education; *Scientists
Identifiers-National Science Foundation; *Research and Development

This report analyzes data on research and development (R&D) performed by industry during 1979, examines historical trends for key R&D funding variables, and presents information on industry-employed R&D scientists and engineers. Areas addressed in the first section on R&D funds include: major R&D industries (aircraft/missiles, electrical equipment, machinery, chemicals, and motor vehicles); company R&D funds and R&D performed by U.S. companies abroad; federal R&D funds, including federally funded R&D centers administered by industry; geographic distribution; R&D funds by size of company; R&D funds related to net sales; character of work (basic research and applied R&D); energy R&D; pollution abatement R&D; and distribution of R&D funds by special categories, focusing on R&D performed to meet government regulations and product- versus processes-applied R&D. Data on full-time equivalent (FTE) R&D scientists/engineers by industry; percent of total R&D expenditures devoted to wages, materials and supplies, and overhead costs for selected industries; and other data are discussed in the second section. Technical notes, statistical tables, and survey instruments are provided in appendices. Data indicate that industrial expenditures for 1979 totaled $38 billion, a 14-percent gain over 1978 and that industry spent $194 million on R&D projects undertaken by colleges and universities. (Author/JN)

ED223412 SE039475

Myers, Jerome L.; And Others

Structure and Process in Learning Probability. Final Report.

Massachusetts Univ., Amherst. Dept. of Psychology.

Spons Agency-National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.

Pub Date 21 Oct 82

Grant-NIE-G-80-0126

Note-77p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*College Mathematics; *Educational Research; Higher Education; Instruction; *Instructional Materials; Mathematical Concepts; Mathematics Education; *Mathematics Instruction; *Probability; Problem Solving; *Textbook Research; Textbooks

Identifiers-*Mathematics Education Research

Studies of methods of teaching statistics are reported. Three brief texts were written for the investigations; they varied in degree of explanation of basic concepts of elementary probability. Subjects were undergraduate students at the University of Massachusetts, Amherst. None of the subjects had had previous formal exposure to probability or statistics. All texts presented six basic formulas from elementary probability and an example of the application of each formula. All three documents contained definitions of special terms. The high-explanatory text emphasized the relation of probability to counting, used pictorial aids, and presented equations as natural developments ensuing from examples. The standard text lacked this conceptual development, but presented more concrete examples than those found in the low-explanatory document. Subjects were given sufficient time to read their text, then given an unrelated 15-minute task to minimize immediate memory dependence. This was followed first by a performance test, then by an aptitude measure. Results suggested that very different patterns appear to be present in the high-explanatory subjects as compared to the other groups. In particular, subjects in the high-explanatory group tended not to retrieve formulas, but to recall examples. (MP)

ED223413 SE039476

House, Peggy

Mathematics Teachers: An Endangered Species.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Dec 82

Contract No-400-78-0004

Note-117p.

Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($4.50).

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*College Programs; Curriculum Development; Educational Change; Elementary Secondary Education; Higher Education; *Mathematics Education; Mathematics Instruction; *Mathematics Teachers; *Preservice Teacher Education; *Program Design; *Program Improvement; Undergraduate Study

The view discussed is that mathematics teachers are becoming a rare, if not endangered, species, and the public image of mathematics needs to be changed. The mathematics teacher is termed the crucial variable, and a need is seen for changes in mathematics teacher education. The approach described is based on the following assumptions: (1) mathematics teachers must know mathematics well beyond the level they may be expected to teach; (2) mathematics teachers need specialized knowledge; (3) teacher education is the key to educational reform; (4) teachers must be prepared for the realities and contingencies of teaching; and (5) teacher education is an on-going, developmental process. The material strives to: (1) present a broad overview of developments in mathematics teacher education as a perspective from which to view the current situation; (2) propose a taxonomy for teacher education; (3) illustrate the taxonomy and expand upon it through selected examples; (4) describe the operation of a teacher education program based on the taxonomy; (5) relate the taxonomy to the on-going, developmental nature of teacher education; (6) suggest content and experiences for inclusion in teacher education; (7) offer a model for program design; and (8) report preliminary experiences and evaluation. (MP)

ED223414 SE039479

Lopez, Antonio M., Jr.; Hymel, Glenn M.

The Effect of Computer Instruction on Computer Literacy in a Mathematics Teacher Development Program.

Pub Date 81

Note-16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 12, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Computer Literacy; Computer Science Education; *Educational Research; *Experimental Programs; *Females; Higher Education; *Inservice Teacher Education; Instruction; *Microcomputers; Problem Solving; Program Descriptions; Teacher Education

Identifiers-Computer Science Education Research

The Mathematics Teacher Development Program was an effort to develop the skills of classroom teachers in the use of handheld calculators and microcomputer systems. It was sponsored by the National Science Foundation and Loyola University, and it consisted of an academic portion and an intense 3-week, full-time summer session. The focus of this paper is a study done during the 1980 summer portion of the program. During this time, the teachers received training in both computer science and computer problem solving in mathematics. The purpose of the study was to assess the effectiveness of this instruction on cognitive and affective objectives associated with computer literacy. Thirty-three teachers were used as subjects. All teachers were female and were placed in two different instructional tracks. Eleven completed track 1, and 22 completed track 2. Track 1 teachers were taught various topics in discrete mathematics, while those on track 2 were instructed in aspects of linear algebra and matrix theory. The investigation focused on 15 days of intensive summer instruction that involved microcomputers. Results indicated that the summer program had a positive effect on the computer literacy of teachers. (Author/MP)

ED223415 SE039481

McCloskey, Michael

Naive Conceptions of Motion.

Pub Date Mar 82

Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 18-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cognitive Processes; *College Science; College Students; *Concept Formation; Concept Teaching; Higher Education; High Schools; Mechanics (Physics); *Motion; *Physics; Science Education; *Science Instruction; *Secondary School Science

Identifiers-*Misconceptions; National Science Foundation; Science Education Research

Two experiments were conducted to characterize the system of beliefs that make up the naive impetus theory of motion and to determine what effects physics instruction has on students' conceptions of motion. Thirteen college students were asked to solve several quantitative problems and were interviewed about their answers in the first experiment. Results indicate that these subjects held an impetus conception of motion. Three of these impetus-related misconceptions are discussed (curvilinear impetus belief, resistance to gravity, and straight-down belief). In the second experiment, high school students' (N=60) concepts of motion were examined before and after they took a physics course. Results suggest that instruction often corrects some of the gross misconceptions about how moving objects behave, but may leave others unaltered. In addition, instruction frequently fails to alter students' impetus beliefs about why moving objects behave as they do. These findings suggest the need to discuss the impetus view of motion, explaining precisely how this view differs from the Newtonian view. In addition, resistance to gravity and straight-down beliefs should be taught. Physics courses should also emphasize student understanding of the fundamentals of qualitative principles of mechanics, even if this means teaching less about the quantitative formalizations of these principles. (Author/JN)

ED223416 SE039482

McCloskey, Michael; Kohl, Deborah

Naive Physics: The Curvilinear Impetus Principle and Its Role in Interactions with Moving Objects.

Pub Date [82]
Note-40p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cognitive Processes; *College Science; College Students; *Concept Formation; Higher Education; Mechanics (Physics); *Motion; *Physics; *Problem Solving; Science Education; Science Instruction
Identifiers-Misconceptions; National Science Foundation; Science Education Research

Several recent studies in which subjects solved pencil/paper problems concerning the behavior of moving objects have shown that many people have incorrect beliefs about motion. The present study considered the question of whether these naive beliefs are manifested in situations where people observe and interact with moving objects. Several findings in the problem-solving literature suggest that abstract or unrealistic tasks may fail to tap knowledge and reasoning abilities that are routinely employed in more concrete or realistic situations. Thus, most people may have accurate knowledge about the behavior of moving objects, which knowledge they employ in their everyday interactions with objects in motion. However, this knowledge may not be activated in the context of abstract, static problems, and as a result people attempting to solve such problems may resort to naive beliefs. Three experiments examined this possibility in the context of one naive belief, the curvilinear impetus belief. Subjects were college students (Experiment 1: N=90; experiment 2: N=72; experiment 3: N=50). Contrary to expectations, results suggest that the curvilinear impetus belief is employed not only on paper/pencil problems, but also in situations where people observe and interact with moving objects. Implications of these findings are discussed. (Author/JN)

ED223417 SE039483

McCloskey, Michael

Naive Theories of Motion.

Spons Agency-National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.

Pub Date [82]

Grant-NSF-SED-79-12741

Note-53p.; Paper to appear in Mental Models, edited by D. Gentner and A. L. Stevens (Hillsdale, NJ: Erlbaum).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Cognitive Processes; *College Science; College Students; Concept Formation; Higher Education; Mechanics (Physics); *Motion; *Physics; Problem Solving; Science Education; *Science Instruction; *Theories

Identifiers-*Misconceptions; National Science Foundation; Science Education Research

Everyday life provides individuals with countless opportunities for observing and interacting with objects in motion. Although everyone presumably has some sort of knowledge about motion, it is by no means clear what form(s) this knowledge may take. The research described in this paper determined what sorts of knowledge are in fact acquired through experience with moving objects. Findings from experiments in which undergraduates solved simple problems concerning the behavior of moving objects are presented. Findings from these and other experiments demonstrate that people develop, on the basis of their everyday experience, remarkably well-articulated naive theories of motion. It is argued that the assumptions of the naive theories are quite consistent across individuals, suggesting that theories developed by different individuals are best described as different forms of the same basic theory. Although the basic theory presented appears to be a reasonable outcome of experience with real-world motion, it is strikingly inconsistent with the fundamental principles of physics. In addition to considering the nature of knowledge acquired through experience with moving objects, the interaction of experience-based knowledge with knowledge acquired through classroom instruction in physics is discussed. (Author/JN)

ED223418 SE039484

McCloskey, Michael; And Others

The Straight-Down Belief.

Pub Date 81

Note-29p.; Paper presented at the meeting of the Psychonomic Society, Philadelphia, PA, November 1981.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Processes; *College Science; College Students; Concept Formation; Gravity (Physics); Higher Education; Mechanics (Physics); *Motion; *Physics; Problem Solving; Science Education; *Science Instruction; *Visual Perception

Identifiers-*Misconceptions; National Science Foundation; Science Education Research

Through everyday experience people acquire knowledge about how moving objects behave. For example, if a rock is thrown up into the air, it will fall back to earth. Research has shown that people's ideas about why moving objects behave as they do are often quite inconsistent with the principles of classical mechanics. In fact, many people hold a systematic, well-developed naive theory of motion that bears a striking resemblance to a theory of mechanics popular in the 14th through 16th centuries. When a simple problem (focusing on the straight-down belief) was given to 80 college students, less than half reported the correct answer. The straight-down belief (or misconception) holds that when an object carried by another moving object is dropped, it will fall straight to the ground. One explanation is that this belief results from a visual illusion occurring in many common situations where carried objects, namely, the phenomenon of induced motion. Results of several experiments indicate that the type of induced motion effects suggested may be the source of the straight-down belief. (Author/JN)

ED223419 SE039485

Green, Bert F.; And Others

The Relation of Knowledge to Problem Solving, with Examples from Kinematics.

Spons Agency-National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.
Pub Date Jul 82
Grant-NIE-SED-79-12741
Note-25p.; Paper presented at the NIE-LRDC Conference on Thinking and Learning Skills, October 7-10, 1980.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Processes; *College Science; College Students; Concept Formation; Higher Education; Learning; *Motion; *Physics; *Problem Solving; Science Education; *Science Instruction; Secondary Education; Secondary School Science
Identifiers-*Kinematics; *Misconceptions; National Science Foundation; Science Education Research

Students have well-formed but incorrect theories of simple motion. As children, they interpret many phenomena related to motion before encountering any formal science education. Since most adults have misconceptions, children's questions are not answered correctly, so the misconceptions persist. Thus, every science teacher must face the prospect that their students have serviceable misconceptions about the phenomena being studied. Yet the prototypical science course ignores all preconceptions and develops the science "de novo." Likewise, psychology of learning is largely concerned with original learning, not relearning or unlearning. Both psychologists and science educators need to ask not what should be done when the learner is not a tabula rasa, but is burdened with half-truths and conflicting concepts. Various misconceptions about motion held by students are discussed. A framework is presented for interpreting students' responses to problems involving motion, and implications for physics instruction and for cognitive psychology applications to science education are discussed. (Author/JN)

ED223420 SE039492

Byalin, Joan

Women's Energy Tool Kit: Home Heating, Cooling and Weatherization.

Consumer Action Now's Council, New York, N.Y.
Spons Agency-Department of Energy, Washington, D.C. Office of Buildings and Community Systems.; Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.
Report No-ISBN-0-9606950-0-1

Pub Date Sep 81
Grant-H5185-RG
Note-85p.
Available from-Little Brown and Company, 34 Beacon Street, Boston, MA 02106.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Climate Control; *Conservation Education; Electrical Appliances; *Energy; *Energy Conservation; Energy Occupations; Females; Heating; Housing; Thermal Environment; Ventilation; *Windows
Identifiers-*Insulation; *Weatherstripping

This book is the first in a series of Energy Tool Kits designed for women by Consumer Action Now, a non-profit organization devoted to promoting energy efficiency and renewable energy resources. Information is provided in 16 sections: introduction, home energy survey; caulking; weatherstripping (double-hung and sliding windows, and casement, tilting and other-hinged windows); storm windows; insulating window treatments (shades, shutters, curtains and drapes); sun shading options; door treatments (weatherstripping, insulation, forgotten doors such as attics, cellars, garages); insulation (unfinished attics, crawl space walls, garages, unfinished basements); more energy savers (thermostats, hot water heaters, heating/cooling systems, fireplaces and wood stoves, appliances and lighting, clothing and bedding); choosing a contractor; financing home energy improvements; tips on bringing energy consciousness to the community; career opportunities in energy; glossary of key terms; and a bibliography. The book is written in non-technical language and specific instructions, lists of materials, safety considerations, and conservation tips are provided for energy conservation projects. Diagrams of materials, tools, and use of tools, are also provided to make the projects easier to understand and complete. A moveable calculator wheel which shows how much can be saved by taking energy conservation steps is included. (Author/JN)

ED223421 SE039497

Activities for TOPS. A Program in the Teaching of Problem Solving.
CEMREL, Inc., St. Louis, Mo.
Spons Agency-Department of Education, Washington, DC. Basic Skills Improvement Program.
Pub Date 82
Contract No-300-800-954
Note-307p.
Available from-CEMREL, Inc., 3120 59th Street, St. Louis, MO 63139.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Calculators; *Educational Games; Elementary Education; *Elementary School Mathematics; *Learning Activities; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Problem Solving

This material is a product of a cooperative project of the Cincinnati Public Schools, the Detroit Public Schools, and CEMREL, Incorporated. The Teaching of Problem Solving (TOPS) project began in the 1980-81 school year under CEMREL's contract with the Basic Skills Improvement Office of the United States Department of Education. The approach used in the TOPS activities is to lead students through sequences of problem solving experiences presented in game-like and story situations. The material's design is based on the pedagogical theory fundamental to CEMREL's Comprehensive School Mathematics Program (CSMP), which emphasizes non-verbal languages to give pupils in grades K-6 access to mathematical ideas and methods necessary for posing interesting and challenging problems and solving them. It is noted that further information on the pedagogical and philosophical roots of TOPS is available through CSMP literature. The major portion of the document is divided into five sections: (1) Problem Solving in the String Game; (2) Problem Solving with the Minicomputer; (3) Problem Solving with the Hand Calculator; (4) Problem Solving through Detective Stories; and (5) Problem Solving with Arrows. Each section has a separate table of contents listing activities and games. Each item includes prerequisites, objectives, and instructional strategies. (Author/MP)

ED223422 SE039498

Muth, K. Denise

Cognitive Demands That Arithmetic Word Problems Impose on Children.

Pub Date 82
Note-26p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Arithmetic; *Cognitive Processes; *Computation; Educational Research; *Elementary School Mathematics; Grade 6; Intermediate Grades; Mathematics Education; Mathematics Instruction; *Problem Solving; *Reading Ability
Identifiers-Mathematics Education Research; *Word Problems

To determine how children cope with some of the demands imposed on them by arithmetic word problems, 200 sixth-graders were asked to solve prolems modeled after those used by the National Assessment of Educational Progress. A quantitative demand was imposed on the children by adding extraneous information to the problems, and a verbal demand was imposed on them by increasing the syntactic complexity of the problems. Multiple regression analyses indicated that the children's computational ability and reading ability together accounted for 54% of the variance in solution accuracy: 8% and 14%, respectively, of this variance was unique, whereas 32% was common to the abilities. In addition, the analyses indicated that the presence of extraneous information in the problems reduced the accuracy of the children's solutions. The use of complex syntax, on the other hand, had no significant effect on accuracy. The findings suggest that reading ability and computational ability both play important roles in children's successful solution of word problems. The findings also suggest that the presence of extraneous information in word problems can impose a formidable demand on children's limited processing capacities. (Author)

Today's Problems, Tomorrow's Crises.

National Science Foundation, Washington, DC. National Science Board Commission on Precollege Education in Mathematics, Science and Technology.
Pub Date 82
Note-13p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement; Educational Improvement; *Educational Quality; Educational Trends; Elementary Secondary Education; Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Science Curriculum; *Science Education; *Science Instruction; Scientific Literacy; Student Participation; Teaching Methods; Technological Literacy; *Technology
Identifiers-National Science Foundation

In response to the current decline in the quality and quantity of precollege mathematics and science education in the United States, the National Science Board (NSB) established the Commission of Precollege Education in Mathematics, Science, and Technology. The purpose of this Commssion is to define a national agenda for improving mathematics and science education in this country. The Commission will develop an action plan that will include a definition of the appropriate roles and responsibilities of federal, state, and local governments, professional and scientific societies, and the private sectors in addressing this problem. This report presents the Commission's assessment of the current condition of precollege education in mathematics, science, and technology and explores some of the key problems and challenges facing educational institutions in meeting three goals (described in the introduction) to foster scientific and technological literacy. Specific contributory problems to declining achievement and student participation in science and mathematics in a time of increasing national needs are discussed. These include problems related to teachers, classrooms (inadequate teaching time, equipment, and facilities), curricula, and instructional approaches. Issues related to public perceptions and priorities are also addressed. (Author/JN)

ED223424 SE039581

Wert, Charles Robert

The Evolution of College General Biology: From the Sixties to the Present.

Pub Date May 82
Note-63p.; A report presented to the Faculty of the School of Education, San Diego State University, CA.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Biology; *College Science; *Educational Trends; Higher Education; *Introductory Courses; Majors (Students); Nonmajors; *Science Curriculum; Science Education; *Science Education History; Science Instruction; Teaching Methods

Since the early sixties, general/introductory biology courses have evolved as a consequence of a multitude of forces which have been changing the face of our society. These forces are, in turn, consequences of a much greater phenomenon, the Scientific Revolution. Shortages of scientific personnel and the national fervor generated by the space race, the promotion of scientific literacy in education, the accelerating development of molecular and cellular biology, a demand for quality of life over quantity of material goods expressed in the mid-sixties, and a demand for relevance (in particular that science address world problems and that science education meet individual needs) are only some of the factors that contributed to curriculum development and revision during the last two decades. As a result, there has been a considerable proliferation of instructional strategies and course organization schemes. General/introductory courses were the beneficiaries of many of the products of teaching technology, the development of which was accelerated as a consequence of the Scientific Revolution. In response to greater individualization, such techniques as mastery learning and audio-tutorial instruction have been employed in general/introductory biology courses. However, because of declining enrollments, non-majors are comprising a larger proportion of these courses and their needs must be met by future educational advances. (Author/JN)

ED223425 SE039584

Harnisch, Delwyn L.; Dunbar, Stephen B.

An Evaluation of Causal Modeling Applied to Educational Productivity in Mathematics.

Pub Date Aug 82

Note-20p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; Achievement Need; *Educational Background; Educational Psychology; Educational Research; *Learning Motivation; *Mathematics Achievement; Mathematics Education; Mathematics Instruction; Secondary Education; *Secondary School Mathematics; Student Characteristics; *Student Motivation

Identifiers-Mathematics Education Research

To probe a psychological theory of educational productivity, background measures along with mathematics test scores and motivational measures of over 7,000 students (9-, 13- and 17-year olds from National Assessment of Educational Progress samples) were statistically related to each other and to indicators of constructs that prior research shows are associated with learning outcomes. Covariance structure analysis methods were used to evaluate the causal relation among student background characteristics, motivation and achievement measures. Results of this study indicate the importance of the student motivation factor in understanding student learning outcomes. The role of motivation as an educational productive factor became more important for students as they increased in age from early adolescence to late adolescence. The influence of home background on achievement was significant at all ages while also showing a more general positive relationship over the adolescent years. (Author)

ED223426 SE039585

Reys, Barbara

Elementary School Mathematics: What Parents Should Know About... Estimation.

National Council of Teachers of Mathematics, Inc., Reston, Va.
Report No-ISBN-0-87353-202-3
Pub Date 82
Note-15p.
Available from-National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, VA 22091 (single copy $2.50, ten or more copies mailed to one address earn 20% discount, all orders $20.00 or less must be accompanied by remittance).
Document Not Available from EDRS.
Descriptors-Elementary Education; *Elementary School Mathematics; *Estimation (Mathematics); Guidelines; Mathematics Education; *Mathematics Instruction; *Parent Participation; *Parent Student Relationship; *Teaching Methods
Identifiers-*Mental Computation

Parents have many opportunities every day to develop, nurture, and refine their children's mathematics skills. This pamphlet was designed to help parents become aware of these opportunities and to encourage them to participate in their children's learning process. Estimation is the skill of making a reasonably accurate guess and is prominently involved in such skills as cooking, traveling, buying, and repairing and in business transactions. Although estimation is taught in school, a child can benefit from practice at home. Various activities are suggested for parents to help their children practice estimating. In all estimation exercises, it is noted that children should offer some legitimate basis for their estimates since estimating is based on facts and not a wild guess. Learning to use estimating techniques will have several benefits for children. These include: (1) making children conscious of the frequent everyday uses of estimating, which helps them see and appreciate the practicality of mathematics; (2) making children aware of an unreasonable answer displayed on a calculator; (3) strengthening of computational skills; (4) developing important thinking strategies, specially those useful in problem solving; and (5) fostering a healthy and positive attitude toward the study of mathematics. (Author/MP)

ED223427 SE039586

Reys, Barbara

Elementary School Mathematics: What Parents Should Know About... Problem Solving.

National Council of Teachers of Mathematics, Inc., Reston, Va.

Report No-ISBN-0-87353-203-1

Pub Date 82

Note-13p.

Available from-National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, VA 22091 (single copy $2.50, ten or more copies mailed to one address earn 20% discount, all orders $20.00 or less must be accompanied by remittance).

Document Not Available from EDRS.

Descriptors-Elementary Education; *Elementary School Mathematics; Guidelines; Mathematics Education; *Mathematics Instruction; *Parent Participation; *Parent Student Relationship; *Problem Solving; *Teaching Methods

Identifiers-*Heuristics

The influence a parent has on the beginning educational development of a child is unquestionable and profound; a parent's attitude and interest will greatly influence a child's attitude toward and interest in learning. This pamphlet is designed to help parents become aware of the many opportunities to develop, nurture, and refine their child's mathematics skills and to participate in the child's learning process. The first section discusses the nature of problem solving in mathematics and lists four characteristics of good problem solvers: (1) ability to identify important skills; (2) flexibility of thinking; (3) perseverance; and (4) a sense of knowing what is reasonable. General guidelines to help parents develop their child's problem solving ability are outlined in the next section. These include emphasizing the importance of problem solving and the enjoyment and self-satisfaction derived from it, taking advantage of the child's curiosity about numbers and shapes, helping the child become aware of the thinking used in problem solving, and spending time with the child on a regular basis working on solving a variety of problems. Various exercises are suggested to develop problem solving experiences, including a 10-step problem solving poster. Answers to problems and suggested resource materials are provided. (Author/JN)

ED223428 SE039587

Tishler, Anne G.
Cognitive Development in Students Evidencing Dyscalculia.
Pub Date 82
Note-17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (11th, New Orleans, LA, November 10-12, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Development; *Conservation (Concept); Developmental Stages; Educational Research; *Grade 7; Intelligence; Junior High Schools; *Learning Disabilities; Learning Theories; Mathematics Achievement; Mathematics Education; *Secondary School Mathematics; *Sex Differences; Student Characteristics
Identifiers-*Dyscalculia; Mathematics Education Research; Piagetian Stages

In every school there are bright, motivated students who experience success in every field of academic endeavor except mathematics. These students are defined as dyscalculics, or learning disabled in mathematics. Piaget's model for cognitive development was used in a study of students evidencing this condition. The purpose of the study was to compare cognitive development as measured by the ability to conserve length, area, and volume in two groups of seventh-grade students. The groups consisted of students of average or above average intelligence who (1) evidenced learning disability in mathematics but who performed well in reading (N=30) and (2) those who performed well in both subjects (N=30). Subjects were selected from seventh-graders in the Shelby County, Alabama, school system. A comparison of selected factors indicated different maturation levels between the dyscalculic and control groups. Results indicate that the proportion of students who could conserve volume in the dyscalculic group to be significantly less than the proportion of conservers in the control group. Further, sex differences were found among control pupils with nearly 89 percent of the males but only 50 percent of the females capable of conserving volume. Data are seen to support previous findings that conservation is essential to mathematical success. (Author/MP)

ED223429 SE039588

O'Brien, Francis J., Jr.

A Derivation of the Sample Multiple Correlation Formula for Standard Scores.

Pub Date Nov 82
Note-45p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Mathematics; Equations (Mathematics); Higher Education; Mathematical Applications; *Mathematical Concepts; Mathematics Education; *Proof (Mathematics); *Regression (Statistics); *Statistics; Supplementary Reading Materials

This is the third in a series of documents designed to supplement the statistics training of social science students studying applied statistics. The intent is to present selected proofs and derivations of important relationships or formulas that students typically do not find available and/or comprehensible in journals, textbooks, and similar sources. It is felt the unique feature of this material is the detailed step-by-step approach to all selected proofs and derivations. Calculus is neither assumed or used. Topics addressed include: (1) Introduction to Proof; (2) Derivation for Two Predictors; (3) Regression Model for Two Standardized Predictors; (4) Multiple Correlation for Two Standardized Predictors; (5) Derivation; (6) Normal Equations and Multiple Correlation Formula for Two Standardized Predictors; (7) Derivation for Three Predictors; (8) Normal Equations and Multiple Correlation Formula for Three Standardized Predictors; (9) Derivation for p Predictors; (10) Multiple Correlation for p Standardized Predictors and Derivation; and (11) Normal Equations and Multiple Correlation Formula for p Standardized Predictors. A single appendix provides details on Finding Normal Equations. (Author/MP)

ED223430 SE039589

Heller, Barbara R.; Kogelman, Stanley

Project MART (Mathematics Anxiety Reduction Training) III: Encouraging the Dissemination and Use of Instructional Materials to Counteract Student Math Avoidance.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

Spons Agency-New York State Education Dept., Albany. Bureau of Grants Administration.

Pub Date Nov 82

Contract No-VEA-53-82-0287

Note-152p.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-College Faculty; *College Mathematics; Higher Education; *Inservice Teacher Education; Intervention; Leaders Guides; *Mathematics Anxiety; *Mathematics Instruction; Mathematics Teachers; *Program Descriptions; *Teaching Methods; Two Year College Students; Workshops

Identifiers-*Project Mathematics Anxiety Reduction Training

Since its inception, Project Mathematics Anxiety Reduction Training (Project MART) has assisted community college students enrolled in career programs attain sufficient skill and confidence in mathematics so as not to limit their occupational options. Given the realities of the community college, MART has attempted to inform faculty about the role math anxiety plays in conditioning student attitudes and responses and about ways in which faculty might modify classroom interactions to reduce anxiety. Following a brief summary of the first two phases of the project, this document focuses on the third phase. The major goal for this phase was to encourage adoption of in-class solutions to students math anxiety-avoidance behavior through a model workshop targeted at community college faculty and to continue to support, through the development of instructional materials, faculty already motivated to consider new pedagogical approaches. Major areas addressed include: project background, preparation for phase 3, group leader training, workshop implementation strategies, and MART assessment. Following a summary/conclusion section, a 77-page leader's guide, faculty follow-up questionnaire, and bibliography are presented in appendices. The leader's guide, intended for mathematics instructors wishing to conduct staff development workshops focusing on issues on mathematics anxiety/avoidance, contains materials necessary to conduct such a workshop. (Author/MP)

Kogut, Bethel H., Ed.

Recent Master's Thesis Work in Environmental Education and Communications. Volume V.

National Association for Environmental Education, Troy, Ohio.

Pub Date Apr 82

Note-57p.; For related documents see ED 180 779, ED 191 655, and ED 201 506.

Available from-NAEE, P. O. Box 400, Troy, OH 45373 or ERIC/SMEAC, Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.00). Volume I (1978) available only from NAEE.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Abstracts; Attitude Change; Communication (Thought Transfer); Doctoral Dissertations; Elementary Secondary Education; *Environmental Education; *Graduate Study; Higher Education; Mass Media; *Masters Theses; Media Research; Nonformal Education; *Outdoor Education; Parks; *Program Descriptions; Program Evaluation; Site Analysis; Teacher Education

Identifiers-*Environmental Communications; *Environmental Education Research; Interpretation (Environmental)

Compiled are 52 abstracts of recent master's, doctoral, and major project research in environmental education and communications. Most of the citations included describe work completed in the 1981-82 academic year, although a few abstracts of earlier work have also been included. Abstracts are organized into seven topic areas: (1) site analysis --descriptions and development plans for areas to be used for environmental education; (2) parks and camps and users/interpreters--studies dealing with park/camp programs, especially user characteristics and interpretive techniques; (3) media communications--examination of effectiveness of various media; (4) pupil-centered studies--research on attitude change, instructional effectiveness, and learning characteristics; (5) teacher-centered studies--research on teacher/interpreter training, attitudes and behavior; (6) citizen-centered studies--research on attitudes, values, and involvement of citizens in environmental problems; and (7) resources, administration, and others--research on environmental education policy, administration, and philosophy and studies not appropriate for other categories. Title, author, and institutional source for the entire thesis/dissertation collection are provided for each abstract. An alphabetical list by state (including Canada) of institutions offering graduate programs in environmental education and communications is also provided. (Author/JN)

ED223432 SE039591

Green, Edward C.

A Knowledge, Attitudes, and Practices Survey of Water and Sanitation in Swaziland.

Academy for Educational Development, Inc., Washington, D.C.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.
Pub Date Oct 82
Contract No-465-0087
Note-93p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Attitudes; *Behavior Change; Developing Nations; *Diseases; Foreign Countries; Health Education; *Hygiene; Knowledge Level; Public Health; Rural Areas; *Sanitation; Surveys; *Water
Identifiers-*Swaziland

The terms of agreement of the Rural Water-Borne Disease Control Project called for a knowledge, attitudes, and practices (KAP) study relating to water and sanitation in rural Swaziland. The purpose of the study was to provide: (1) baseline data for the design of a national health education strategy aimed at reducing the incidence of water-borne diseases; (2) guidance for the sanitation and public health of the engineering components of the project; and (3) baseline data for any future evaluations or related research. The study is presented in eight sections: methodology; characteristics of respondents; water (water access, attitudes about water, boiling of water, water transport and storage, swimming/bathing); sanitation and hygiene (latrine coverage and characteristics, labor and motivation in latrine construction, personal hygiene, sanitation constraints); infant feeding practices (breast feeding, water and feeding, weaning age); knowledge of water- and sanitation-related disease (bilharzia, cholera, infant diarrhea, major health problems); analysis of data; and summary and recommendations. The last section focuses on health education targets and behavior change related to water, sanitation, hygiene, and infant nutrition. Strategies for health education and a general approach to health education are discussed. (Author/JN)

ED223433 SE039592

Science 100, 101.
Manitoba Dept. of Education, Winnipeg.
Report No-ISBN-0-86497-083-8
Pub Date Sep 82
Note-368p.; This guide replaces the "Physical Science 101" guide (1971) and the revised interim version issued in 1981.
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-*Biology; Course Content; Course Descriptions; Curriculum Design; Curriculum Guides; Foreign Countries; *Grade 10; High Schools; *Physical Sciences; Program Implementation; Science Activities; *Science Curriculum; Science Education; *Science Instruction; Science Programs; *Secondary School Science; Teaching Methods
Identifiers-*Manitoba

This teacher's manual is the approved provincial guide for grade 10 science in Manitoba schools. Part 1 (an overview) discusses rationale, learning theory/design, and goals/objectives for the curriculum; design of Science 100 and 101; effects of metric system on the curriculum; special needs students; and student evaluation. Part 2 discusses implementation of the program focusing on curriculum materials, instructional options, alternative approaches to implementation, implementation costs, small schools, role of the guide and support materials, laboratory equipment, and implementation procedures. The next two parts focus on the subject matter of Science 100 and Science 101 respectively. Rationale, basic/supplementary references, and a table of objectives correlated with suggested activities and references are provided for each content area. Design for both Science 100 and 101 includes a "core" or prescribed section and an optional section, providing for flexibility in terms of choice among optional units, teaching approaches, and teaching materials. Sources of curriculum materials used include "Introductory Physical Science (IPS)," "Physical Science: An Introductory Study (PSIS)," "Individualized Science

Instructional System (ISIS)," and "Interaction of Matter and Energy (IME)." A brief description of these materials and a list of process skills fostered in the curriculum are included in appendices. (JN)

ED223434 SE039593

Soprovich, William, Comp.

Fossil Fuels. A Supplement to the "Science 100, 101" Curriculum Guide. Curriculum Support Series.

Manitoba Dept. of Education, Winnipeg.
Report No-ISBN-0-86497-087-0
Pub Date 82
Note-71p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Coal; Conservation Education; Depleted Resources; *Energy Conservation; Environmental Education; *Fuel Consumption; *Fuels; *Grade 10; High Schools; Physics; Resource Materials; Science Activities; Science Curriculum; Science Education; Science Instruction; *Secondary School Science; Teaching Methods
Identifiers-Energy Education; *Fossil Fuels; *Manitoba

When the fossil fuels unit was first designed for Science 101 (the currently approved provincial guide for grade 10 science in Manitoba), Canadian support materials were very limited. Since students are asked to interpret data concerning energy consumption and sources for certain fossil fuels, the need for appropriate Canadian data became obvious. This document meets the need by: (1) providing some background information for teachers; (2) describing some activities and student-oriented information which are correlated to unit objectives; and (3) providing transparency masters which can be used to lead discussions or develop a new lecture. Topic areas in the overview section for teachers include effect of rate at which resources are used, factors affecting rate of resource use, supply and demand (oil/gas), octane numbers, and gasoline additives. Topic areas in student materials section include formation of fossil fuels, refining crude oil, burning fossil fuels, factors affecting the burning of fossil fuels, trends in fossil fuel use, and environmental effects. These materials can also be used for energy-oriented units in Physics 200, 300. (Author/JN)

ED223435 SE039594

Motion and Collisions. A Supplement to the "Science 100, 101" Curriculum Guide. Curriculum Support Series.

Manitoba Dept. of Education, Winnipeg.
Report No-ISBN-0-86497-086-2
Pub Date 82
Note-97p.

EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Accident Prevention; *Grade 10; High Schools; *Motion; *Physical Sciences; Resource Materials; Safety; Science Activities; Science Curriculum; Science Education; Science Instruction; *Secondary School Science; Teaching Methods
Identifiers-*Manitoba; *Seat Belts

The tables, graphs, articles, and other sources of information in this document are designed to provide teachers with additional resources to supplement the unit "Motions and Collisions." The information is coordinated with the unit objectives specified in "Science 100, 101," the currently (1982) approved provincial guide for grade 10 science in Manitoba schools. General content areas include: (1) first and second collisions; (2) safety features related to seat belts; (3) injuries related to belted and unbelted passengers; and (4) pros and cons of seatbelt laws. No particular instructional strategy is fostered and, in some instances, teachers may wish to extend the unit beyond the design in the curriculum guide. For example, the paper which relates seat belt legislation to safety ("The Effects of Seat Belt Legislation: The Saskatchewan Experience") could be used to examine the uncertainty of relating data in a one-to-one relationship between two variables, such as safety and the use of seat belts, or could be used as an additional source of information for students. (Author/JN)

ED223436 SE039595

Aquatic Activities for Middle School Children. A Focus on the Effects of Acid Precipitation.

Minnesota Univ., Minneapolis. Minnesota Sea Grant Program.
Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
Pub Date 82
Grant-DOC-NA80AA-D-0114
Note-168p.; Some pages may not reproduce well.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Biological Sciences; *Earth Science; Educational Games; Elementary School Science; Elementary Secondary Education; *Environmental Education; Middle Schools; Outdoor Activities; *Science Activities; Science Education; *Secondary School Science; Simulation; *Water; Water Quality; Water Resources
Identifiers-*Acid Rain; Aquatic Life; Freshwater Systems; *Minnesota

Basic water-related concepts and underlying principles of acid rain are described in this curriculum in a manner that young children can understand. The curriculum consists of activities presented in four units: Background Unit, Earth Science Unit, Life Science Unit, and Extension Unit. The first three units consist of several modules, each module containing a teacher-directed introductory activity followed by two or more laboratory blocks (consisting of several student activities). The introductory activity is a discrepant event or open-ended in nature to encourage students' questions and to motivate them to further inquiry in the activities included in the laboratory blocks. A transition section (or focus) is included between each laboratory block, tying in concepts explored earlier to those concepts which follow. Materials needed and instructional strategies are noted for each activity. Topics covered include the nature of water, clean/dirty water, acids/bases, water cycle, Minnesota's glacial past, acids and rocks, stream tables, ecosystems, and acids and brine shrimp. Field trip activities are included in the Life Science Unit. The Extension Unit includes an acid rain game and various activities (including a simulation) related to use of the Boundary Water Canoe Area in northern Minnesota. Student materials for this unit are provided. (Autnor/JN)

Rakow, Steven J.
Teachers and Aquatic Education--A Survey.
Minnesota Univ., Minneapolis. Minnesota Sea Grant Program.
Pub Date 82
Note-13p.; Paper presented at the Minnesota Academy of Sciences Meeting at Gustavus Adolphus College, St. Peter, Minnesota (April 24, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary School Science; Elementary Secondary Education; *Environmental Education; *Knowledge Level; Science Education; Secondary School Science; *Teacher Attitudes; *Water; Water Quality; *Water Resources
Identifiers-*Aquatic Life; Freshwater Systems; *Minnesota

The Minnesota Sea Grant Education Sub-program provided funds to the University of Minnesota in 1980 to develop aquatic education materials (dealing with freshwater systems) for grades 5-9. The project resulted in the development and classroom testing of 13 instructional modules. A second grant (1982) funded workshops to introduce Minnesota teachers to aquatic activities. The project also produced two sourcebooks cataloging these materials. A group of science educators then met to develop a set of objectives for aquatic education unique to Minnesota educational needs. These objectives, presented in the form of critical topic areas (water and society, water in nature, and attitudes/experiences) provided the focus for an assessment of Northern Minnesota teachers' knowledge and priority for selected aquatic education topics. Fifty-five teachers attending one of four workshops on environmental education completed a questionnaire (included in an appendix), assessing knowledge of and educational priorities for sixteen aquatic topics. Although teachers rated themselves as knowledgeable about aquatic topics, they rated aquatic topics low in educational priority when compared to teachers in Mississippi and Alabama. However, six topics appear to be prime areas for future curriculum development. These include aquatic ecology, water table, wetlands, toxic waste dumping, aquatic foodwebs, and influence of aquatic environment on man. (Author/JN)

ED223438 SE039597

Rakow, Steven J.

The "Marinated" Classroom. A Sourcebook of Aquatic Activities for the Elementary Classroom.

Minnesota Univ., Minneapolis. Minnesota Sea Grant Program.

Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Pub Date 82

Note-51p.; For related document, see SE 039 598.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Biological Sciences; Elementary Education; *Elementary School Science; *Environmental Education; Instructional Materials; Interdisciplinary Approach; Language Arts; Learning Activities; Resource Materials; *Science Activities; Science Education; Social Studies; *Water; Water Quality; *Water Resources

Identifiers-*Aquatic Life; Freshwater Systems; *Minnesota

This handbook is designed to meet the aquatic education needs of Minnesota elementary teachers and students (aquatic education referring to the study of freshwater systems). The handbook is divided into three parts. Part 1 (an introduction) provides an overview of aquatic education, a description of the use of the handbook, and two indexes to curriculum materials (defined as instructional materials providing ideas or plans for water-related activities). These materials include either complete courses of study or short collections of activities. The first index lists curriculum materials by source, with full references for requesting them by mail. The second index lists the curriculum materials by their Minnesota water topic area. Topic areas include: water and society (water in daily lives, water in history and culture, water quality problem); water in nature (water cycle, properties of water, life in water); and attitudes about and experiences with water. Curriculum materials are listed alphabetically by title in the second part and include for each entry: source, price, grade level, subject area(s), student prerequisites, time required, and other information. The last part provides an annotated list of student/teacher references. These include trade books, bibliographies, pamphlets, and audio-visual materials and their sources. (Author/JN)

ED223439 SE039598

Rakow, Steven J.

The "Marinated" Classroom. A Sourcebook of Aquatic Activities for the Secondary Classroom.

Minnesota Univ., Minneapolis. Minnesota Sea Grant Program.
Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
Pub Date 82
Note-91p.; For related document, see SE 039 597.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Biological Sciences; *Environmental Education; Instructional Materials; Interdisciplinary Approach; Resource Materials; *Science Activities; Secondary Education; *Secondary School Science; Social Studies; *Water; Water Quality; *Water Resources
Identifiers-*Aquatic Life; Freshwater Systems; *Minnesota

This handbook is designed to meet the aquatic education needs of Minnesota secondary teachers and students (aquatic education referring to the study of freshwater systems). The handbook is divided into three parts. Part 1 (an introduction) provides an overview of aquatic education, a description of the use of the handbook, and two indices to curriculum materials (defined as instructional materials providing ideas or plans for water-related activities). These materials include either complete courses of study or short collections of activities. The first index lists curriculum materials by source, with full references for requesting them by mail. The second index lists the curriculum materials by their Minnesota water topic area. Topic areas include: water and society (water in daily lives, water in history and culture, water quality problem); water in nature (water cycle, properties of water, life in water); and attitudes about and experiences with water. Curriculum materials are listed alphabetically by title in the second part and include for each entry: source, price, grade level, subject area(s), student prerequisites, time required, and other information. The last part provides an annotated list of student/teacher references. These include trade books, bibliographies, pamphlets, and audio-visual materials and their sources. (Author/JN)

ED223440 SE039602

Project Summaries: 1982.

National Science Foundation, Washington, D.C. Directorate for Scientific, Technological and International Affairs.

Report No-NSF-82-327
Pub Date Sep 82
Note-165p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Degrees (Academic); *Engineering; Engineers; *Federal Aid; *Federal Programs; Government Publications; Higher Education; Industry; Professional Personnel; *Program Descriptions; Science Education; *Sciences; Scientists; Surveys; *Technology

The Division of Science Resources Studies (SRS) of the National Science Foundation has a legislatively mandated responsibility for the collection, compilation, and analyses of information related to science and technology, inputs, outputs, and impact. This constitutes a broad charter requiring diverse activities. The products of these activities are of utility to a heterogeneous clientele, varying from governmental science and technology policymakers to institutional managers and research analysts. This compilation of summaries has been prepared to provide various SRS users with a rapid overview of all current and recently completed SRS projects. All projects summarized in this publication were either ongoing or completed during FY 1982. The summaries include information on objectives, findings, methodology, authorship, and resulting publications and availability. Projects are organized in the following groups: (1) overview projects; (2) human resources (scientists, engineers, technicians), including supply, utilization, and special studies; (3) funding of science and technology, including government, industry, academic organizations (universities, colleges, and other non-profit organizations); and (4) outputs and impacts. Intramural (SRS) and extramural publications are listed in two appendices. (Author/JN)

ED223441 SE039603

Pre-College Teacher Development in Science Program. For the Continuing Education of Elementary School Teachers in Mathematics and the Natural and Social Sciences. Source Book of Projects.

Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date Oct 82
Note-153p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Elementary Education; *Elementary School Mathematics; *Elementary School Science; Environmental Education; *Federal Programs; Inservice Teacher Education; *Instructional Improvement; Mathematics Education; Mathematics Instruction; Professional Continuing Education; *Program Descriptions; Resource Materials; Science Education; Science Instruction; *Social Sciences; Summer Science Programs; Workshops
Identifiers-National Science Foundation

This source book describes 107 projects administered by the U.S. Department of Education under the Pre-College Teacher Development in Science (PTDS) Program from 1980-82. Under the program, grants of up to $50,000 were made to colleges, universities, and museums to assist them in providing opportunities to elementary teachers for continuing education in mathematics, science, and social sciences. Projects were primarily academic year seminars of summer workshops and seminars. Although projects were subject matter oriented, the emphasis varied from those designed for teachers in need of subject-matter training in the traditional disciplines to those designed to present science subject matter in an interdisciplinary/multidisciplinary mode. Title, name and address of project director, project summary (including goals and objectives), funding year, amount of funding, and discipline(s) are provided for each project. The major intent of this document is to serve as a resource for the planning of future projects based on the federally funded models described. Since elementary teachers have been extremely responsive to these projects, it is hoped that the states will consider providing similar opportunities for the improved teaching of science and mathematics in the elementary school in their jurisdiction. (Author/JN)

ED223442 SE039608

Mathematics 104, 101, 100.
Manitoba Dept. of Education, Winnipeg.
Report No-ISBN-0-86497-082-X
Pub Date 82
Note-619p.; Document contains tables that may be marginally legible when reproduced.
EDRS Price - MF03/PC25 Plus Postage.
Descriptors-Cognitive Objectives; *Educational Objectives; *Grade 10; Guidelines; High Schools; Instructional Materials; Mathematics Instruction; *Secondary School Mathematics; State Curriculum Guides
Identifiers-Manitoba

This document is intended as a teacher's guide to the three course options open to 10th-grade students in Manitoba. The material opens with an overview, which, after an introduction, looks at the structure for senior high school mathematics, a description of senior high courses, the use of mathematics, the general goal, objectives for 7th through 9th grade mathematics, and objectives for the 10th grade options. The next section ("Implementation") discusses a rationale; general goals for 04, 01, and 00 mathematics; the guide's sequencing and time allotments; the role of textbooks; recommended uses of calculators and computers; evaluation; special needs students; and implementation. The bulk of the document looks at the three 10th grade courses. Each section detailing individual grade 10 offerings discusses general goals, the type of student taking the course, course features, structure, and core and optional topics. The objectives and notes to teachers are presented in detail. (MP)

Exercises to Accompany Mathematics 301. Curriculum Support Series.
Manitoba Dept. of Education, Winnipeg.
Pub Date 82
Note-225p.; For related document, see SE 039 610.
EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Algebra; High Schools; Mathematics Education; *Mathematics Instruction; Problem Solving; *Secondary School Mathematics; *Statistics; Teaching Methods; *Trigonometry
Identifiers-*Consumer Mathematics; *Manitoba

Because of the extensiveness of the course outline for Math 301 (Manitoba Department of Education), schools would have had to purchase several different textbooks to cover the material adequately. Therefore, a set of materials to supplement the guide was developed. The exercises, projects, and reviews contained in this package are keyed to the 301 portion of the "Mathematics 304, 301, 300 Pilot Guide (1982)." Arranged according to the modules of the guide, they are coded in the left-hand margin to the objectives of the Math 301 program. Review exercises follow either the sub-topics within each module or the entire unit. The first section consists of core topic exercises for algebra (graphing, algebraic equations, equation solving, variation), consumer mathematics (budgeting, taxation, insurance, mortgages), trigonometry, and statistics. The second section consists of optional exercises for: (1) annuities; (2) depreciation and distribution of overhead costs; (3) digital logic; (4) investments (stocks, bonds, real estate); (5) interpretation of graphs; (6) quadratic equations; and (7) permutations and combinations. In addition to the core and optional exercises, answer keys, notes to teachers (including instructional strategies), supplementary materials, and suggestions for student projects are provided. (Author/MP)

ED223444 SE039610

Exercises to Accompany Mathematics 201. Curriculum Support Series.
Manitoba Dept. of Education, Winnipeg.
Report No-ISBN-0-86497-100-1
Pub Date 82
Note-321p.; Document contains small sections with marginal legibility. For related document, see SE 039 609.
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Algebra; *Calculators; *Geometry; High Schools; Mathematics Education; *Mathematics Instruction; Problem Solving; *Secondary School Mathematics; Teaching Methods
Identifiers-*Consumer Mathematics; *Manitoba

Because of the extensiveness of the course outline for Math 201 (Manitoba Department of Education), schools would have had to purchase several different textbooks to cover the material adequately. Therefore, a set of materials to supplement the guide was developed. The exercises, projects, and reviews contained in this package are keyed to the 201 portion of the "Mathematics 204, 201, 200 Interim Guide (1982)." Arranged according to the modules of the guide, they are coded in the left-hand margin to the objectives of the Math 201 program. The first section consists of core topic exercises for consumer mathematics, geometry, and algebra. The second section consists of optional exercises for: (1) calculators/calculating machines; (2) business mathematics (financial operations, income statements, division of business profits/losses); (3) vocational mathematics (building trades, mechanical trades, electrical trades); and (4) general mathematics (problem-solving strategies, probability, owning/operating an automobile, and cost of living). In addition to core and supplemental exercises, answer keys, notes to teachers (including instructional strategies), supplementary materials, and suggestions for student projects are provided. (Author/MP)

ED223445 SE039611

A Report on the Four NSF-NIE Regional Conferences on Improving Mathematics Education through the Use of Information Technology.

National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.

Pub Date 81

Note-74p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Computers; Computer Science; Computer Science Education; Conferences; Curriculum Development; Educational Change; *Educational Technology; Elementary Secondary Education; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; *Microcomputers

Identifiers-*National Institute of Education; *National Science Foundation

The material presents: (1) an overview of the Regional Conferences (2) a paper on Mathematics, Microelectronics, and American Education (F. James Rutherford and Joseph M. Dasbach), and (3) individual presentations on the Regional Meetings in Berkeley, Chicago, Newton, Massachusetts, and Washington, D.C. The meetings were designed to encourage communication between grantees and persons with an interest in computer use in education. The meetings typically lasted 1.5 days, and consisted of a mixture of presentations by participants and discussion. At a final wrap-up session in Washington, D.C., six interrelated issues were discussed which were viewed to have arisen consistently in the regional meetings. These were: (1) the need for a "new look" at the mathematics curriculum; (2) the need for software and hardware of high quality; (3) the need for support structures that will allow teachers at all levels to use computer technology in their classrooms; (4) the education of educators; and (5) the need for wide dissemination of information about computers and how they can be used in mathematics instruction. The document concludes with lists of the regional meeting participants. (MP)

ED223446 SE039612

Wilson, Florence C.

The Effect of a Model Designed to Facilitate Mathematical Story Problem-Solving Skills in Children in the Intermediate Elementary Grades.

Pub Date Aug 82

Note-150p.; Doctoral Dissertation, Walden University.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Educational Research; *Elementary School Mathematics; *Grade 4; *Grade 5; Intermediate Grades; *Mathematics Instruction; *Problem Solving; Program Descriptions; Teaching Methods

Identifiers-*Mathematics Education Research; Word Problems

The focus of this dissertation was to develop a model instructional unit to teach story problem-solving skills to fourth- and fifth-grade pupils and to determine the model's effectiveness. Subjects were randomly selected pupils in the Long Beach Unified School District. The model unit consisted of a sequenced continuum of instructional objectives with student activities, instructional procedures, and student practice sheets. The objectives extended from pupils identifying numerical actions in pictures up to and including two-step story problems. Instructional emphasis was placed on understanding problem situations, recognizing mathematical processes, and relating those processes to appropriate computational operations. The pre- and posttest scores of subjects were compared to those of controls receiving standard textbook instruction. Significant differences were found at the .02 level on adjusted post-test scores for fourth-grade students, and at the .01 level for fifth-grade students. The results suggest that the new instructional method, within the conditions of the experiment, shows promise for further research. (MP)

ED223447 SE039613

Carpenter, Thomas P.; And Others

A Review of Research on Addition and Subtraction. Working Paper No. 330. Report from the Program on Student Diversity and Classroom Processes.

Wisconsin Center for Education Research, Madison.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Sep 82
Grant-NIE-G-81-0009
Note-186p.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Addition; *Basic Skills; Cognitive Processes; Computation; Educational Research; Elementary Education; *Elementary School Mathematics; *Learning Theories; Literature Reviews; Mathematical Concepts; Mathematics Instruction; Problem Solving; *Subtraction
Identifiers-*Mathematics Education Research; Word Problems

This material is designed to examine the research on how children acquire basic addition and subtraction concepts and skills. Two major lines of theories of the development of basic number concepts, called logical concept and quantification skill approaches, are identified. Major recurring issues in the development of early number concepts are also discussed. This is followed by examination of studies specifically related to addition and subtraction. It is noted that by kindergarten most children understand the rudiments of these operations, but a complete understanding develops over a protracted span of years. The direction of initial and ongoing research is discussed, and word problem studies and investigations on children's solutions of symbolic addition and subtraction problems are viewed to be concerned with both problem difficulty and solution processes. The review suggests that a great deal is known both about children's knowledge of addition and subtraction and how they solve addition and subtraction problems. It also indicates that there is not yet a clear picture of how to apply such new information to design more effective instruction. (MP)

ED223448 SE039614

MARA: Mathematics/Architecture Related Activities.
New York State Education Dept., Albany. Bureau of Curriculum Development.
Pub Date 82
Note-100p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Architectural Education; *Architecture; Art Education; *Basic Skills; Educational Facilities Design; Elementary Secondary Education; *Learning Activities; *Mathematical Applications; *Mathematics Education; Middle Schools; Teaching Guides; Visual Arts

This document is designed primarily to help teachers in elementary and middle schools to teach basic skills in mathematics, the visual arts, and social interaction. The Introduction contains sections titled: (1) How and Where to Begin; (2) Orientation Exercises; (3) Discovering the Environment; (4) Toothpicks and Gumdrops; (5) A Process for the Product; and (6) Tips from the Architects. The next major section, Models, makes up the bulk of the material. Four individual activities that have been carried out successfully with varying ages and numbers of pupils are detailed. Each model discussion concludes with a review of related projects that have also been completed. The document concludes with a glossary of terms and a listing of suggested sources and resources. The glossary examines in separate sections terms relating to the environment, to horticulture, and to land planning and design. The resource list contains sections on books, periodicals, sources, and contacts. (MP)

ED223449 SE039615

Post, Thomas R., Ed.; Roberts, Mary Pat, Ed.

Proceedings of the Third Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME) (3rd, Minneapolis, Minnesota, September 10-12, 1981).

International Group for the Psychology of Mathematics Education. North American Chapter.

Pub Date 81

Note-216p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cognitive Development; *Cognitive Processes; *Educational Psychology; Educational Research; Elementary Secondary Education; Higher Education; Learning Theories; Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Psychology; Teaching Methods

Identifiers-*Mathematics Education Research; *Psychology of Mathematics Education

This document primarily consists of papers scheduled for presentation at the third annual meeting of the North American chapter of the International Group for Psychology in Mathematics Education (NA-PME), held in September 1981, at the University of Minnesota. A total of 27 papers are arranged alphabetically by author. An additional three late arrivals are included in the back. It is noted that the North American chapter was founded in 1979 at Northwestern University. The existence of this chapter is viewed as evidence of a need to communicate, collaborate, critique, and lend support to current and future research efforts. The materials presented here are seen as indicative of the degree of diversity and of the high quality of research currently underway. (MP)

ED223450 SE039616

Hamel, Cheryl J.; And Others

Field Test of a Numerical Basic Skills Curriculum. Focus on the Trained Person.

Naval Training Analysis and Evaluation Group, Orlando, Fla.
Report No-TAEG-TR-135
Pub Date Nov 82
Note-42p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education; *Basic Skills; Curriculum Design; Educational Research; *Field Tests; Learning Modules; Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Postsecondary Education; *Program Descriptions; *Remedial Mathematics
Identifiers-*Mathematics Education Research; Naval Training; Navy

The results of a field test which evaluated the training effectiveness of a new curriculum in the Naval Apprentice Training Program are detailed. The new mathematics curriculum was designed by Memphis State University to teach fundamental mathematical skills to low-aptitude sailors. The goal was to bring such sailors to at least eighth-grade proficiency. Fifty recruits comprised the sample. The curriculum consisted of 13 modules, but sailors were individually diagnosed and prescribed only those sections where deficiencies were noted. Of the 50 subjects, 36 persons required remediation in 1 or 2 areas, 8 needed remediation in 3 or 4 areas, and 6 needed to study 5 or 6 modules. It is concluded the program was successful, with the curriculum requiring an average of 8.5 days to complete. The program was not designed to accommodate the requirements of specific Navy training programs or jobs but rather to parallel the content of the Stanford Diagnostic Mathematics Test, Brown Level. It is recommended that the curriculum be used whenever the goal is to provide sailors with an eighth-grade minimum competency level in mathematics, but to use an existing workbook to teach various prerequisite computational and higher order application skills. (MP)

ED [illegible]23451 SE039617

Canipe, Steven L.

Groucho: An Energy Conservation Computer Game.

Pub Date 82

Note-28p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Computer Programs; *Conservation Education; Educational Games; Elementary Education; *Energy; *Energy Conservation; Junior High Schools; *Microcomputers

Identifiers-Apple II; Computer Games; *Energy Education

Groucho is a computer game designed to teach energy conservation concepts to upper elementary and junior high school students. The game is written in Applesoft Basic for the Apple II microcomputer. A complete listing of the program is provided. The game utilizes low resolution graphics to reward students for correct answers to 10 questions presented. Teachers may wish to include their own questions within the program and use the graphics as positive reinforcement for correct answers. The game keeps a running tally of the number of questions answered correctly on the first try. Students have the opportunity to retry any question missed until they get the correct answer or wish to leave the program. The program is termed "user frienoly" because from the time the program is loaded into the computer the instructions are clearly printed on the video screen. The user need only respond to instructions to be successful in using the program. Once the entire set of questions has been asked and answered, the student is presented with a maze-type conclusion in which it is necessary to get to the dot to end. (Author/JN)

ED223452 SE039618

Canipe, Stephen L.

Human Succession. Learning Activities for Environmental Education.

Duke Power Company, Educational Services Dept., Charlotte, NC.

Pub Date 82

Note-16p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*American Indian Culture; *Anthropology; Elementary Secondary Education; *Environmental Education; *Learning Activities; *Physical Environment; *Social Studies; Values Clarification

Materials contained in this activity package are designed to provide teachers with a method of approaching a complex environmental question. That question centers on the return to the "good life" of the country. The two activities in the package provide a different view of this question than the most commonly accepted one. The first activity ("Human Succession: The Utterly Dismal Theory") focuses on American Indian culture as related to the theory which states that while people dominate at this moment in time, they are altering their environment and, at some future point, will become extinct, giving way to dominance by another organism. The second activity ("Primitive Cultures: A Return to the Good Life?") focuses on the relationships between primitive cultures and their environments. There are no right or wrong ways to approach the issues considered in the activities since there are different points of view. The procedure for using the activities is simple, involving use of values clarification strategies. Behavioral objectives, general activities, values clarification strategies, and a list of resource materials are provided for each activity. In addition, a list of suggested study/discussion questions and related activities are provided in an appendix for the first activity only. (Author/JN)

ED223453 SE039619

Canipe, Stephen L.

Anilortem: A Siting Simulation Game.

Duke Power Company, Educational Services Dept., Charlotte, NC.
Pub Date 82
Note-7p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Decision Making; Elementary Secondary Education, *Environmental Education; *Nuclear Power Plants; *Role Playing; *Simulation; *Site Selection
Identifiers-*Power Plants

This siting game is based on the assumption that students will become involved in research required to determine the need for a power plant. Once the need is established, students must determine the location and type of plant to be built. There are brief character sketches which describe the key actors in the simulation. It is suggested that students who are opposed to the building of power plants be assigned to a position opposite to the one they hold, to help them understand the viewpoints of others. As indicated on the student sheets, there are a number of local resources which can be tapped to gain information about the process of power plant siting, ranging from pro to con. However, it is the teacher's responsibility to provide a balanced viewpoint in the exercise. In addition to the siting process, which can become quite involved with hearings, trials, and other confrontations, there are some important geography skills that can be learned during the simulation. Small maps are included for students to study and use in their deliberations. A larger map is also included to use as the outcome of the proposed power plant is planned. (Author/JN)

ED223454 SE039700

Roberts, Douglas A.; And Others

Heat. A Teacher's Manual for General Level Program Development, Grade 9. Science and Society Teaching Units. Informal Series 49.

Ontario Inst. for Studies in Education, Toronto.
Report No-ISBN-0-7744-5055-X
Pub Date 82
Note-70p.
Available from-Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5A1V6 ($7.50 prepaid).
Document Not Available from EDRS.
Descriptors-Environmental Education; *Heat; *Heating; Interdisciplinary Approach; Junior High Schools; *Matter; Models; *Physical Sciences; *Science Activities; Science Education; *Secondary School Science; Social Studies
Identifiers-*Ontario

This teacher's manual is one of a series designed to support "general level" program development for intermediate/junior high school science, emphasizing the relationship between science and society. The main body of the manual deals with teaching about heat in the context of home heating systems. In addition, a brief treatment of the particle model of matter is included as an optional appendix. The manual is divided into five "episodes," each a logically coherent segment of instruction. (The optional treatment of the particle model consists of two further episodes). Suggested time allotment for each episode has been indicated. Episodes are laid out in two parts. The first is a "curriculum summary," a succinct presentation of four related kinds of information: content; intent or objectives; some behaviorally stated evaluation examples (keyed to objectives); and teaching essentials. The second part is a detailed teaching approach indicating how the flow of instruction should go to make maximum use of the manual. Teacher/student resource sheets to accompany episodes in the main body of the manual are found in appendix A and appendix B respectively. Appendix C contains the two optional episodes on the particle model, and appendix D contains student resource sheets for these options. (Author/JN)

ED223455 SE039702

Anderson, Calvin E.; Bottinelli, Charles A.

Something Special for Teachers. A Schoolhouse Energy Teaching Program. SEED: Schoolhouse Energy Efficiency Demonstration.

Tenneco, Inc., Houston, Tex.

Pub Date Jan 81

Note-60p.; For related documents, see ED 182 806-807.

Available from-Public Affairs Dept., P.O. Box 2511, Houston, TX 77001.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Coal; *Conservation Education; Depleted Resources; Elementary Secondary Education; *Energy; *Energy Conservation; Environmental Education; Fuel Consumption; *Fuels; Interdisciplinary Approach; Learning Activities; Lesson Plans; Natural Resources; *School Buildings; Teaching Methods

Identifiers-*Energy Audits; *Energy Education

The Schoolhouse Energy Efficiency Demonstration (SEED) program was developed to assist schools in reducing the impact of rising energy costs. Developed as part of the SEED program, this publication was designed to provide background information on the energy issue and to briefly describe what future energy sources may be. It includes: (1) background information on the energy issue, discussing energy conservation, oil and natural gas, coal, nuclear energy, synthetic fuels, and renewable energy resources; (2) examples of what schools are doing about energy, including the role of teachers in energy conservation; (3) suggested ways in which a school building can be used to teach energy, emphasizing energy conservation; (4) a "Student Schoolhouse Energy Survey," for student/teacher use; (5) examples of how energy education can be used outside in the classroom and in extracurricular and community projects; and (6) an exercise that will help teachers "energize" existing curricula. This exercise consists of listing traditional concepts considered essential in the teaching of a subject area and, for each concept, identifying and writing down the hidden energy concept and developing an activity (or modifying an existing one) which emphasizes the hidden energy concept. Sample lesson plans from other energy education programs are included. (Author/JN)

ED223456 SE039703

Coon, Herbert L.

A Collection of Ideas and Materials for Vocational Trainers. Water Quality Instructional Resources Information System. Monograph Series: Improving Instruction.

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Spons Agency-Environmental Protection Agency, Washington, D.C. Office of Water Programs.

Pub Date Dec 81

Grant-T-901184-01-0

Note-207p.; For related documents see ED 191 728, ED 205 368, and ED 215 900.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Adult Learning; Adult Students; Instructional Design; *Instructional Development; *Instructional Improvement; Instructional Materials; *Lesson Plans; Postsecondary Education; *Student Characteristics; Teacher Improvement; *Teaching Methods; Waste Water; *Water Quality; Water Treatment

A great variety and amount of teaching materials and methods related to water quality and other Environmental Protection Agency (EPA) concerns have been developed. Program developers/trainers responsible for instructional programs will find in ERIC and the Instructional Resources Information System (IRIS) enough material to organize dozens of short courses and/or hundreds of instructional hours. The problem is not lack of material but rather selecting and/or developing material that is most useful in a specific situation, achieves certain objectives, honors the needs and concerns of adult learners, and permits instructors to use materials/methods which capitalize on their teaching strengths. Cited in this document are ideas, materials, and methods that may be useful to persons involved in designing instructional programs for water quality or other EPA concerns. The first section provides characteristics of adult learners with related teaching implications. The second section focuses on teachers of adults. The third section (the major part of the document) focuses on various aspects of instructional planning and teaching, including sample lessons found in the ERIC and IRIS literature. Reference materials (with abstract and availability) are provided in the fifth section. EPA Instructional Resources Center (IRC) activities are described in the final section. (Author/JN)

ED223457 SE039705

Dockweiler, Clarence J.; And Others
8th Grade Algebra After Six Years. A Study Report.
Bryan Independent School District, Tex.
Spons Agency-Texas A and M Univ., College Station. Coll. of Education.
Pub Date 6 Oct 81
Note-27p.
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Acceleration (Education); *Algebra; Career Awareness; Career Choice; Educational Research; Elementary Secondary Education; *Grade 8; High Schools; Mathematics Achievement; Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; School Choice; Student Attitudes
Identifiers-*Mathematics Education Research

The study was designed to determine the effectiveness of an accelerated eighth-grade algebra program offered in the Bryan Independent School District since 1975. The major questions posed were: Have pupils been successful as eighth graders and in subsequent high school mathematics courses? (2) Have students been electing upper-level mathematics courses in high school? (3) Has the placement/screening process been effective? and (4) What is the attitude of pupils with regard to mathematics and to career choices utilizing mathematics? Results indicated the students chosen have been quite successful in eighth-grade algebra and in subsequent mathematics courses. Grades received and student perceptions indicate high levels of success. However, pupils were noted to not be electing upper-level mathematics courses at the rates expected. Three recommendations generated from the study were: (1) high school instructors and counselors should be encouraged to identify and advise the accelerated pupils to enroll in upper-level courses; (2) an identification matrix of earlier grades along with a standardized achievement test score would appear to be as good a predictor of success in acceleration as methods in use; and (3) the selected pupils, in particular, should receive frequent counseling on career choices and what such decisions mean with respect to mathematics studies. (MP)

ED223458 SE039706

Flavin, Christopher

Electricity from Sunlight: The Future of Photovoltaics. Worldwatch Paper 52.

Worldwatch Inst., Washington, D.C.
Report No-ISBN-0-916468-50-x
Pub Date Dec 82
Note-64p.
Available from-Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, DC 20036 (single copies $2.00, 2-10 copies $1.50 ea., 11-50 copies $1.25 ea., 51 or more copies $1.00 ea.).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Electricity; Energy; Environmental Education; Foreign Countries; Government Role; *Industry; *Power Technology; *Solar Radiation; *Technology; *Technology Transfer
Identifiers-*Photovoltaics; Research and Development

Solar photovoltaic cells have been called the ultimate energy technology, environmentally benign and without moving parts, solar cells directly convert sunlight into electricity. Photovoltaic energy conversion is fundamentally different from all other forms of electricity generation. Without turbines, generators or other mechanical equipment, it more closely resembles photosynthesis, the biochemical process that forms the energy basis of life on earth. A product of mid-twentieth century solid-state physics, photovoltaics has attracted a wide range of supporters: back-to-nature homesteaders, environmentalists, politicians, and businessmen. Increasingly, photovoltaics is a world of big business, with oil companies contributing a sizable share of the nearly half-billion dollars invested worldwide in 1982. Although research and development still form much of the solar cell industry, practical use of the technology is growing rapidly. Photovoltaic technology, cost reduction, the photovoltaics industry, government programs and international competition, applications of photovoltaics technology, solar power stations, and the future of solar power are discussed in separate sections. (Author/JN)

ED223459 SE039707

Catherall, Robin W.

Childrens' Beliefs About the Human Circulatory System: An Aid for Teachers Regarding the Role Intuitive Beliefs Play in the Development of Formal Concepts in 7-14-Year Olds. Report No. 82:16.

Educational Research Inst. of British Columbia, Vancouver.
Pub Date [82]
Note-143p.
Available from-Educational Research Institute of British Columbia, 400-515 West 10th Avenue, Vancouver, B.C., Canada V5Z 4A8 ($13.50)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Beliefs; Biological Sciences; *Cardiovascular System; *Cognitive Development; *Cognitive Processes; *Concept Formation; Elementary Education; *Elementary School Science; Interviews; Learning Theories; Science Education; Scientific Concepts
Identifiers-Canada; Science Education Research

This exploratory study was aimed at uncovering childrens' beliefs and ideas about the human circulatory system. Thirty-two subjects, aged 7 to 14 years, were interviewed using a modification of Piaget's clinical method. The data were analyzed by developing a conceptual inventory of beliefs for each of five research questions. It was found that the interview methodology was effective in ascertaining these belief structures. Many children were found to possess similar beliefs about certain aspects of the circulatory system. Developmental trends were also evident from the data collected. It was also found that many of the beliefs from the study paralleled the ancient scientific ideas about this system. It is felt that the beliefs uncovered in the study will aid the educational community by providing insight into some of the "typical" ideas that children bring to the classroom. This study is organized into five chapters with five appendices containing supporting documentation. These include an exemplary transcript from a student interview, diagrams of the heart and circulatory system from the interview, and a list of nine belief summaries derived from the exemplary student interview. (Author/JN)

ED223460 SE039708

NSF Experiment in Research Grant Administration Promising--Changes Needed to Assure Accountability. Report to the Director, the National Science Foundation.

General Accounting Office, Washington, D.C.
Report No-GAO-PAD-82-7
Pub Date Sep 82
Note-78p.
Available from-U. S. General Accounting Office, Document Handling and Information Services Facility, P. O. Box 6015, Gaithersburg, MD 20760 (first five copies free; additional copies, bound $3.25, unbound $1.00; 25% discount on orders of 100 or more copies mailed to one address). Orders must be prepaid and checks made out to "Superintendent of Documents."
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Accountability; Chemistry; College Science; Federal Aid; *Federal Programs; *Government School Relationship; *Grants; Higher Education; *Program Administration; Program Effectiveness; Program Evaluation; *Research Projects; Science Departments; Universities
Identifiers-*National Science Foundation; *Research Administration

The National Science Foundation (NSF) and the Association of American Universities are conducting an experiment in research grant administration designed to respond to the perceived needs of universities for more flexibility while assuring appropriate accountability for Federal research funds. The experiment delegates most grant administration authorities to universities and permits them to allocate costs among scientifically related NSF grants. The experiment is divided into two phases. Phase 1 (the Master Grant Phase) involved 245 grants awarded by NSF's Chemistry Division to the chemistry department of nine universities. Phase 2 (started in January 1981) modified and expanded the experiment to include almost all NSF grants to the nine Master Grant universities and three additional universities. The U. S. General Accounting Office believes the experiment can increase the economy and efficiency of Federal grant administration and provide more flexibility in the use of funds but indicates that some operational problems need to be corrected. This document discusses (in separate chapters) the experiment's background, objectives/scope, and methodology; Master Grant Phase, indicated to have improved research grant administration; the Phase 2 expansion; a review indicating that the NSF experiment needs to be better managed and evaluated; and conclusions/recommendations. (Author/JN)

ED223461 SE039709

Asbestos in Schools: A Dilemma.

General Accounting Office, Washington, D.C.
Report No-GAO-CED-82-114
Pub Date Aug 82
Note-49p.
Available from-U. S. General Accounting Office, Document Handling and Information Services Facility, P. O. Box 6015, Gaithersburg, MD 20760 (first five copies free; additional copies, bound $3.25, unbound $1.00; 25% discount on orders of 100 or more copies mailed to one address). Orders must be prepaid and checks made out to "Superintendent of Documents."
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Asbestos; Elementary Secondary Education; *Federal Legislation; *Federal Programs; Occupational Safety and Health; *Program Descriptions; Program Effectiveness; *School Safety; *State Programs
Identifiers-*Asbestos School Hazard Detection and Control Act; Hazardous Materials

Asbestos, a mineral known to cause cancer in humans, is present in an unknown number of schools where it may be hazardous to the health of students and employees. Although the Federal Government has programs designed to address the asbestos situation, it has not determined in what specific circumstances asbestos is a hazard. Therefore, State and local school officials currently face a dilemma concerning what to do when they find asbestos in their schools. The first chapter of this document discusses the nature and uses of asbestos, health hazards, Federal action to address asbestos in schools, and a summary of Federal efforts to reduce asbestos in schools. The second chapter discusses Environmental Protection Agency (EPA) actions to address asbestos in schools, focusing on EPA's technical assistance program (indicated to be a limited success), various State and local abatement responses, and EPA inspection and notification rules. The third chapter considers the limited impact of the Asbestos School Hazard Detection and Control Act of 1980, indicating that no loans/grants are available for asbestos detection and control, that asbestos hazard criteria are still lacking, and that state reports and records provide limited information. Appendices include characteristics of State programs to address asbestos in schools and state asbestos program summaries. (Author/JN)

ED223462 SE039710

Wilson, Mary Alice; Yasi, Elizabeth Ed.

Developing Energy Education Curriculum. Inservice Series #2. Inservice Program.

Hampshire Educational Collaborative, Northampton, MA.
Spons Agency-Massachusetts State Office of Energy Resources, Boston.
Pub Date 80
Note-32p.
Available from-Hampshire Educational Collaborative, 58 Pleasant St., Northhampton, MA 01060 ($5.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Course Descriptions; *Curriculum Development; Elementary Secondary Education; *Energy; Environmental Education; *Information Sources; Inservice Teacher Education; *Models; Resource Materials; Solar Radiation; Teaching Methods; Wind Energy
Identifiers-*Alternative Energy Sources; *Energy Education

Guidelines and suggestions for introducing energy education into classrooms are provided in this booklet. The first section discusses available resources and ways to use them. These include: (1) community resources (museums, libraries, county extension services/planning offices); (2) organizations and institutions such as environmental groups, utilities/fuel companies, architectural firms, and others; (3) government resources; (4) human resources; and (5) material resources (bookstores, magazines, and federally funded materials). The second section focuses on strategies for using the resources, including organizing a course, establishing a resource center, and building and using alternative energy models. These models include a solar hot water heater, parabolic solar furnace, fresnal lens, solar electrical device, savonius rotor and wind charger, and a hytroturbine. Four sample energy education course outlines are also included. (JN)

ED223463 SE039711

Allen, Rodney F., Ed.

Reasoning about Energy. An Activity Booklet for Middle and High School Science and Social Studies Students... and their Teachers.

Leon County Schools, Tallahassee, Fla.

Spons Agency-Florida State Office of Energy and Environmental Education, Tallahassee.

Pub Date 82

Note-113p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Critical Thinking; Decision Making Skills; *Energy; Environmental Education; Grade 7; Grade 9; Junior High Schools; Learning Activities; *Problem Solving; Science Activities; *Secondary School Science; *Social Studies; *Solar Radiation

Identifiers-*Energy Education

This booklet is a collection of energy activities to be infused into existing science and social studies courses at the seventh and ninth grade levels. The activities were written for students at different levels of problem solving ability, emphasizing the learning and use of knowledge about energy. By using energy knowledge in these problem-solving activities, students will be developing the thinking skills necessary in the adult world of real problems and critical issues. Activities are presented in seven sections: (1) finding energy information; (2) energy error cards which contain a brief energy situation that involves an error in understanding, belief, or reasoning; (3) critical thinking energy skills; (4) energy persuasion; (5) three energy decision-making cases; (6) solar energy activities (including simple plans for constructing three solar structures); and (7) touring a power plant. Instructional strategies are provided for either an entire section or specific activities within a section. (Author/JN)

ED223464 SE039712

Voss, Burton E.

A Summary of Research in Science Education--1981.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Nov 82

Contract No-400-78-0004

Note-107p.

Available from-John Wiley & Sons, Inc., 605 Third Ave., New York, NY 10016.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Academic Achievement; *Cognitive Development; Cognitive Style; College Science; Developmental Stages; Elementary School Science; Elementary Secondary Education; Evaluation Methods; Higher Education; Instructional Materials; *Learning; *Science Curriculum; *Science Education; *Science Instruction; Science Supervision; Secondary School Science; *Student Characteristics; Teacher Education; Teaching Methods

Identifiers-*Science Education Research

The review of science education research for 1981 includes individual analyses of approximately 400 dissertation abstracts, journal articles, research reports, and papers presented at conferences. The organization of the review is topical. Topics include: (1) status studies of science education; (2) cognitive style; (3) Piagetian studies; (4) student characteristics, attitudes, and interests; (5) teaching strategies and learning; (6) teacher use of instructional materials and learning; (7) instructional technology; (8) evaluation instrumentation and methodology; (9) curriculum research; (10) teacher education; and (11) science supervision. A rationale is provided at the beginning of each section for the particular studies clustered into it. A summary is provided at the end of each section. It is noted that 1981 was the beginning of publication of many meta-analyses on specific subjects in science education. Since these studies have the potential of "clouding" the summary of findings of a particular year, most of these meta-analyses were placed in the summary of each section. (Author/JN)

ED223465 SE039716

Conserving Soil.

Soil Conservation Service (DOA), Washington, D.C.

Pub Date 82

Note-73p.; Four transparencies included in document may not reproduce well. Prepared by the Communications and Education Group, a Division of the Mazer Corporation.

Available from-Contact local office of Soil Conservation Service, U.S.D.A.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Conservation (Environment); *Conservation Education; *Ecology; Elementary School Science; Elementary Secondary Education; *Environmental Education; *Interdisciplinary Approach; Learning Activities; Science Activities; Science Education; Secondary School Science

Identifiers-*Soils

Designed as enrichment materials for grades six through nine, this program is an interdisciplinary study of soils. As part of the program students: (1) examine soil organisms; (2) research history of local Native Americans to see how they and others have used the land and its soils; (3) investigate how soils are degraded and how they are conserved for future use; and (4) investigate several critical issues that will affect their lives and the lives of others. "Conserving Soils" consists of 24 spirt duplicating masters, four full-color transparencies, and a 16-page teacher's guide. Each activity master (discussed in the teachers's guide) will produce a minimum of 200 copies. Each of the four transparencies is a full-color illustration, presenting a soil ecosystem, soil profile, soils map, and land use planning map. The teacher's guide contains the background information needed to introduce and teach each lesson. Objectives and suggested activities for getting students actively involved in the learning process are printed on the non-producing side of each spirit master. Techniques include out-of-class research, small group discussion and decision-making, brainstorming, experiments, and case study investigations both in class and outdoors. A glossary of important terms for student and teacher use is also provided. (Author/JN)

ED223466 SE039719

1982 Directory of Educational Services [at Utility Companies].
Edison Electric Inst., Washington, DC.
Pub Date 82
Note-43p.; Prepared by the Educational Services Section.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Resources; *Energy; Guidelines; Information Sources; *Nuclear Energy; *Program Descriptions; Resource Materials; *Utilities
Identifiers-*Energy Education

This directory was compiled in partial fulfillment of one of the Educational Services Committee's main objectives: to assist Edison Electric Institute (EEI) member companies to initiate, expand, and evaluate their educational activities. The publication contains three main parts. The first is a statement of guidelines for educational programs at utility companies which the Committee strongly endorses. The second is an alphabetical listing of member companies (with complete addresses) and their principal educational representatives. In addition, nuclear information/education centers are listed to encourage the exchange of energy resources. The third part displays, in matrix form, those features which are included in educational programs available through members companies. These features include audio-visual materials, curriculum materials, educational services, and cooperative programs. This part is designed to facilitate the interchange of information on overall programs or on specific features of those programs. (Author/JN)

ED223467 SE039721

Spain, James D.

User-Adaptable Microcomputer Graphics Software for Life Science Instruction. Final Project Report.

Michigan Technological Univ., Houghton. Dept. of Biological Sciences.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date 82
Grant-SED-7919051
Note-43p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Biology; *College Science; Computer Oriented Programs; *Computer Programs; Formative Evaluation; Higher Education; Instructional Materials; *Material Development; *Microcomputers; Science Education; *Science Instruction; Teaching Methods
Identifiers-Apple II; National Science Foundation; Science Education Research

The objectives of the SUMIT project was to develop, evaluate, and disseminate 20 course modules (microcomputer programs) for instruction in general biology and ecology. To encourage broad utilization, the programs were designed for the Apple II microcomputer and written in Applesoft Basic with a user-adaptable format. Each package focused on a key concept in biology, with specific educational objectives. User's guides documented programs, provided theoretical background, and offered suggestions for modification. Formative evaluation was conducted by project staff, other faculty, and graduate students. In most cases this evaluation was accomplished by pre- and post-testing, using computer administered multiple-choice examinations. For three modules, classes were split and students using computer modules were compared to students using lecture or text-reading instructional formats. In essentially all cases, students filled out a subjective evaluation form dealing with aspects of student preference. Significant short-term learning was found for all modules. The final stage of evaluation was carried out by professional reviewers working under contract with CONDUIT. Although some dissemination of programs occurred during the project, the primary plan for dissemination involves release of the programs to CONDUIT for their review, modification, publication, and marketing. (Author/JN)

ED223468 SE039722

Soldan, Ted

Evaluation of Three Microcomputer Teaching Modules. SUMIT Courseware Development Project.

Michigan Technological Univ., Houghton. Dept. of Biological Sciences.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date 1 Apr 82
Grant-SED-7919051
Note-13p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Biology; *College Science; *Computer Assisted Instruction; *Computer Programs; Higher Education; Instructional Materials; Learning Modules; Material Development; *Microcomputers; Science Education; *Science Instruction; Teaching Methods
Identifiers-Apple II; National Science Foundation; Science Education Research

The purpose of this series of experiments was to examine two questions related to the effectiveness of computer assisted instruction (CAI). Can microcomputer modules teach effectively, and do they enhance learning when used as a supplement to traditional teaching methods? Part 1 of this report addresses the former question and part 2 addresses the latter. The three microcomputer modules used were Population Growth, Predator Prey, and Mitosis/Meiosis. All three were produced by the author as part of a National Science Foundation (NSF) supported project. Each module was a self-contained teaching medium employing graphics, text, and sound designed expressly for the Apple II microcomputer. Each was interactive, allowing the student to enter answers to multiple-choice questions, parameters for equations, and/or other input. No computer programming background was necessary for the student to execute or make minor modifications to the module programs. Results indicate that learning was achieved to a high degree of significance, but that CAI supplemented with traditional teaching methods did not significantly improve learning. It is indicated that although not a panacea, the microcomputer has proven that it has a solid niche in the educational world, and an ever increasing potential. (Author/JN)

ED223469 SE039723

Leece, Catherine G.

The Development and Evaluation of the Microcomputer Modules Entitled Photophosphorylation.

Michigan Technological Univ., Houghton. Dept. of Biological Sciences.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date [82]
Grant-SED-7919051
Note-154p.; A report submitted for the Master of Science, Michigan Technological University.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Academic Achievement; Biology; *College Science; *Computer Assisted Instruction; *Computer Programs; Higher Education; Learning Modules; Material Development; *Microcomputers; *Photosynthesis; Science Education; *Science Instruction; Teaching Methods
Identifiers-Apple II; National Science Foundation; Science Education Research

This study investigated short term information retention of college biology students who used computer assisted instruction (CAI) with students who studied the same subject matter in printed form. An introductory computer program on photophosphorylation (the light reactions of photosynthesis) was written in Applesoft Basic for the Apple II microcomputer. From this, a printed version was made, almost verbatim. After using either the computer module or the written version in a laboratory environment, all students were tested using the same multiple-choice objective test. Results indicated that, when teaching photophosphorylation, CAI induced better learning in students than written materials, as measured by the test employed. The study is organized into these sections: (1) introduction (barriers to CAI, types of CAI, principles of learning, CAI compared to textbooks, past research); (2) methods/materials (development, formative/summative evaluation, data analysis); (3) results; (4) discussion; and (5) summary and conclusions. Appendices include complete photophosphorylation program listings, user's guide, written version, study guide, text (with correct answers), and related lecture material. (Author/JN)

ED223470 SE039725

The State of The Environment 1972-1982.
United Nations Environment Programme, Nairobi (Kenya).
Report No-ISBN-92-807-1061-3
Pub Date 82
Note-63p.
Available from-United Nations Environment Programme, P.O. Box 30552, Nairobi, Kenya.
Document Not Available from EDRS.
Descriptors-Change Strategies; Conferences; Developed Nations; *Developing Nations; Ecology; Energy; *Environmental Education; *Environmental Influences; Environmental Standards; Industry; *Natural Resources; *Physical Environment; Policy Formation; Pollution; Population Trends; Public Health; Water; Water Resources
Identifiers-*Environmental Issues; *Environmental Trends

This report focuses on the changes (positive or negative) that occurred in the state of the world environment in the decade following the United Nations Conference on the Human Environment convened at Stockholm in June 1972. It also brings into focus the major environmental issues encountered or likely to be encountered. The first section focuses on the changing approach to the environment, discussing the evolution of environmental concerns prior to 1972, the Stockholm Conference, and developments since the conference. Environmental trends and issues during the 1970s are discussed in the second section. These issues/trends are considered under two broad areas: the natural environment and man and the environment. Areas discussed under the natural environment include: atomsphere; oceans; water; lithosphere; and terrestrial biota. Areas discussed under man and the environment include: population; human settlements; human health; bioproductive systems; industry; energy; transport; tourism; environmental education and public awareness; and peace, security, and the environment. General conclusions and a list of suggested actions by the Governing Council of the United Nations Environment Programme are provided in the last two sections. (Author/JN)

ED223471 SE039726

Burtis, William S.

Ocean Opportunities. A Guide to What the Oceans Have to Offer.

Institute of Electrical and Electronics Engineers, Inc., New York, N.Y.; Marine Technology Society, Washington, DC.
Pub Date 82
Note-34p.
Available from-Marine Technology Society, Suite 412, 1730 "M" Street, NW, Washington, DC. ($2.00)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Careers; Environmental Education; Geology; High Schools; *Marine Biology; *Occupational Information; *Ocean Engineering; *Oceanography; *Science Careers; Science Education; Scientific Research; *Secondary School Science; Social Sciences

High school students interested in ocean-related careers will find their imagination piqued by "Ocean Opportunities." As the ocean's resources are recognized more and more as extremely important economically, yet very fragile, study of those resources is burgeoning. This multi-color booklet describes the exciting opportunities which ocean research provides; at the same time it clears up misconceptions about the nature of that work. Ocean careers and related information are presented in six chapters: (1) biological oceanography; (2) ocean engineering; (3) chemical oceanography; (4) geological oceanography; (5) physical oceanography; and (6) social sciences and the sea. Included in an appendix is an extensive listing of colleges, universities, schools, and other institutions and agencies that offer programs in ocean and marine studies. Some are career-training programs, some offer certificates, and most are degree-granting programs. (Author/JN)

ED223472 SE039727

Our Natural Resources: Basic Research Needs in Forestry and Renewable Natural Resources.

National Task Force on Basic Research in Forestry and Renewable Natural Resources.

Pub Date 82

Note-44p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Agriculture; Biology; *Conservation (Environment); Ecology; Economics; Engineering; Environmental Education; *Forestry; Lumber Industry; *Natural Resources; Recreation; *Research Needs; Sciences; *Scientific Research; *Wildlife Management

This report examines basic research needs in forestry and renewable natural resources and determines benefits to be gained from greater investments in basic research. It was prepared by a group of 17 research scientists, each an accomplished investigator in one or more fields. Each contributor reflected on research needs within his own discipline and on integrating knowledge in his specialty with knowledge in other scientific and social areas. The result is a series of recommendations presented in two parts: a list of challenges in basic research for the 20th century (section VII) and a description of the climate and instructional arrangements for basic research (section VIII), the climate required to meet the challenges outlined in section VII. As background for these recommendations, the following areas are discussed in separate sections: (1) basic research and applied research--their interplay and social value; (2) importance of forests and forest products; (3) scientific foundations of forestry and renewable natural resource management; (4) relationships with agriculture and other sciences; (5) distinctive features of forests and related renewable natural resources; and (6) some creative ideas from earlier basic research. (Author/JN)

ED223473 SE039728

Andersson, Bjorn; And Others

Pupils' Thinking and Course Requirements in Science Teaching (EKNA). Newsletter School Research.

Skoloverstyrelsen National Board of Education, Stockholm (Sweden).
Report No-ISSN-0345-5343
Pub Date Nov 82
Note-16p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Chemistry; *Concept Formation; Concept Teaching; *Electricity; Elementary School Science; Elementary Secondary Education; Foreign Countries; *Matter; *Optics; Physics; Science Education; *Science Instruction; Scientific Concepts; *Secondary School Science; Student Characteristics
Identifiers-*Misconceptions; Science Education Research; Sweden

The ENKA Project is concerned with two major problem areas: the conceptions of physical and chemical phenomena, central to an upper level course, held by compulsory school pupils (grades 7-9) and the implications from descriptions of pupils' conceptions and ways of reasoning for current teaching practice. To determine conceptions held, pupils were given a problem to solve and asked to explain how it was solved. This was accomplished by individual interviews or written tests in half a class period. Results indicate that: (1) Pupils have intuitive everyday conceptions of physical and chemical phenomena, such as electricity, heat, light and chemical reactions, before they receive instruction about them. (2) These everyday conceptions can be categorized. (3) Everyday conceptions within a particular field are not predictable but have to be discovered, and each field therefore has to be studied separately. (4) Everyday conceptions disrupt and impede the learning of the more adequate concepts contained in school courses. (5) Teachers are little acquainted with these everyday conceptions and their importance for learning. (6) The effect of school instruction in improving pupils' scientific thinking is not very large. Following selected examples of pupils' thinking related to electricity, matter, and optics, a brief discussion of on-going research is provided. (Author/JN)

ED223474 SE039729

Clapham, Pete, Comp.

Searching for Solutions. A Citizen's Guide to Hazardous Waste Management in Ohio.

Ohio Environmental Council, Columbus.
Pub Date May 82
Note-40p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Citizen Participation; Community Involvement; Environmental Education; *Environmental Standards; Industry; Recycling; Solid Wastes; *Waste Disposal; *Wastes
Identifiers-*Hazardous Materials; *Ohio

This guide was developed to promote responsible hazardous waste management by Ohio citizens, citizens who are interested in upgrading operations of existing waste facilities, oppose the development of any new landfills, and those who promote the establishment of modern, efficient facilities. Information is presented in six chapters. The hazardous waste problem in Ohio is addressed in chapter 1. A framework for hazardous waste management is presented in chapter 2, including a flow chart for issuance of a permit to install and operate a hazardous waste facility. Types of hazardous waste management facilities are considered in chapter 3. These include recycling, chemical treatment, detoxification, solidification, reduction of hazards, and disposal. Citizen involvement in the permitting and siting process, accidents and illegal/abandoned sites, and effective citizen involvement are considered in chapter 4, 5, and 6 respectively. At the conclusion of each chapter, there is a series of key questions reviewing the more important elements of the chapter and a list of suggested readings to enable citizens to find more information on the topics discussed. (Author/JN)

ED223475 SE040063

Anderson, Ronald D.; And Others

Science Meta-Analysis Project: Volume I. Final Report.

Colorado Univ., Boulder.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date Dec 82
Grant-NSF-SED-80-12310
Note-406p.; For related document, see SE 040 064. Contains occasional light and broken type. Produced by the Laboratory for Research in Science and Mathematics Education.
Available from-Laboratory for Research in Science and Mathematics Education, c/o Dr. Ronald D. Anderson, Campus Box 249, University of Colorado, Boulder, CO 80309.
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-*Academic Achievement; Advance Organizers; Computer Assisted Instruction; Elementary School Science; Elementary Secondary Education; Individualized Instruction; Inquiry; Mastery Learning; Programed Instruction; *Science Course Improvement Projects; *Science Curriculum; Science Education; *Science Instruction; Secondary School Science; *Teaching Methods
Identifiers-*Meta Analysis; National Science Foundation; *Science Education Research

The National Science Foundation funded a project to: (1) identify major areas of science education research in which sufficient studies have been conducted to permit useful generalizations for educational practice; (2) conduct meta-analyses of each of these areas; and (3) prepare a compendium of these meta-analyses along with interpretative and integrative statements. This report constitutes volume I of the compendium. Four separate studies are reported following introductory comments on the project. These studies and authors are: (1) "The Effects of New Science Curricula on Student Performance" (James A. Shymansky, William C. Kyle, Jr. and Jennifer M. Alport); (2) "Instructional Systems in Science Education" (John B. Willett and June J. M. Yamashita); (3)"The Effects of Various Science Teaching Strategies on Achievement" (Keven C. Wise and James R. Okey); and (4) "The Effect of Inquiry Teaching and Advance Organizers upon Student Outcomes in Science" (Gerald W. Lott). Each study includes a separate table of contents, purpose, methodology, results, conclusions, and supporting documentation. (Author/JN)

ED223476 SE040064

Anderson, Ronald D.; And Others

Science Meta-Analysis Project: Volume II. Final Report.

Colorado Univ., Boulder.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date Dec 82
Grant-NSF-SED-80-12310
Note-447p.; For related document, see SE 040 063. Contains occasional light and broken type. Produced by the Laboratory for Research in Science and Mathematics Education.
Available from-Laboratory for Research in Science and Mathematics Education, c/o Dr. Ronald D. Anderson, Campus Box 249, University of Colorado, Boulder, CO 80309.
EDRS Price - MF01/PC18 Plus Postage.
Descriptors-*Academic Achievement; Cognitive Ability; Developmental Stages; Elementary School Science; Elementary Secondary Education; *Inquiry; Research Methodology; Science Education; *Science Teachers; Secondary School Science; Student Attitudes; *Student Characteristics; Teacher Behavior; *Teacher Characteristics; Teacher Education
Identifiers-*Meta Analysis; National Science Foundation; *Science Education Research

The National Science Foundation funded a project to: (1) identify major areas of science education research in which sufficient studies have been conducted to permit useful generalizations for educational practice; (2) conduct meta-analyses of each of these areas; and (3) prepare a compendium of these meta-analyses along with interpretative and integrative statements. This report is the second volume of the compendium, which includes three studies: "A Meta-Analysis of Research on Science Teacher Education Practices Associated with Inquiry Strategy" (Gary L. Sweitzer), "Science Teacher Characteristics by Teacher Behavior and by Student Outcome" (Cynthia Ann Druva), and "The Relationship of Student Characteristics and Student Performance in Science" (M. Lynette Fleming and Mark R. Malone). Table of contents, purpose, methodology, results, and conclusions are presented for each study. The last section includes a discussion directed at consolidating information on selected matters addressed in two or more of the separate meta-analyses and examining the relationship between results of these meta-analyses and other work of this nature conducted by other researchers. Coding forms and a complete bibliography of studies used and coded are provided in two extensive appendices. (Author/JN)

ED223477 SO013900

Furst, Peter T.; Reed, Karen B.

Stranger in Our Midst: Guided Culture Change in Highland Guatemala.

Peace Corps, Washington, D.C.

Pub Date 70

Contract No-PC-80-1554

Note-719p.

EDRS Price - MF04/PC29 Plus Postage.

Descriptors-Agriculture; *Area Studies; Case Studies; Competition; Cooperation; *Cross Cultural Studies; Cultural Background; *Cultural Traits; Education; Food; Medical Services; Nutrition; Pregnancy; Preventive Medicine; *Social Change; Social History; Social Science Research; Technology

Identifiers-*Guatemala

Based on research supported by the Peace Corps, this book about the Guatemalan Indians examines some of the cultural implications and problems of current efforts that aim toward national integration of traditional communities. There are seven major chapters. Chapter 1, "A Social History of the Guatemalan Indian," looks at the Indians under both Spanish rule and national rule after independence. A Guatemalan peasant community is described. The second chapter discusses agricultural beliefs and practices in the Maya highlands, examining ritual and technology, change, and risk taking. The issue of cooperation versus individualistic competition in Indian communities is the topic of chapter 3. Chapters 4, 5, and 6 deal with medical innovations. The role of the shaman is examined, a case study of one town is presented, and disease prevention is discussed. The schooling process in cultural perspective is the focus of chapter 7. The appendices contain: a journal article discussing the fate of two innovators in a Maya village; maps showing current language boundaries of and ethnographic studies conducted in Guatemala; a directory of Guatemalan institutions, libraries, and individuals with social science research interests; a glossary; and a bibliography of resources dealing with the Maya highlands. (RM)

ED223478 SO014283

McLain, Douglas, Jr.

United States Security and Salt Two. Report of a Wingspread Conference (Racine, Wisconsin, February 9, 1979).

Department of State, Washington, D.C.; Johnson Foundation, Inc., Racine, Wis.; Wisconsin Univ., Milwaukee. Inst. of World Affairs.

Pub Date May 79

Note-25p.

Available from-Johnson Foundation, 33 East Four Mile Road, Racine, WI 53401 (free).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disarmament; Foreign Policy; International Relations; *National Defense; Peace; War; World Affairs

Identifiers-*Strategic Arms Limitation Talks; USSR

Eugene Rostow (Yale University) and David Tarr (University of Wisconsin) present their views concerning the wisdom and validity of U.S. security policies, including SALT, and the adequacy of the country's political/military planning. Rostow, representing the views of the Committee on the Present Danger, believes that America is losing the capability of mounting a lethal second strike because it has permitted the nuclear balance to tilt against us. Unless the balance is restored, the United States will be unable to reach equitable or safe agreements with the Soviets. Tarr, invited by the Institute of World Affairs, stresses the profound effect of the U.S. descent from nuclear superiority to balance. In his view this parity has weakened the deterrent value of nuclear weapons for protection of our allies. The issue of SALT TWO has become less relevant compared to the juxtaposition of conventional arms and other areas of competition between the superpowers. Both speakers agreed that the Soviet Union does not want nuclear war. Rather, the USSR would prefer to have its adversary concede. (RM)

ED223479 SO014301

Bennion, Roy B.; Nichols, Elizabeth L.

Things Are Happening: A Survey Report of North American Family History Activity. Series 340.

Church of Jesus Christ of Latter-Day Saints, Salt Lake City, UT.
Pub Date 80
Note-20p.; Paper presented at the World Conference on Records, "Preserving Our Heritage" (Salt Lake City, UT, August 12-15, 1980).
Available from-The Genealogical Library of the Church of Jesus Christ of Latter-day Saints (Mormon), 50 E. North Temple Street, Salt Lake City, UT 84150 ($1.00 per single copy).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Activities; Adult Education; Community Programs; Cultural Background; Elementary Secondary Education; Ethnic Origins; *Family Characteristics; Higher Education; Local History; North American History; Oral History; Program Descriptions; Public Libraries; Social Science Research; Surveys
Identifiers-*Family History; *Genealogy

To find out about grass roots activities and projects in family history, a survey form was distributed through periodicals and newsletters of genealogical and historical organizations and through general periodicals; telephone calls were made to all state boards of education; and data were gathered from projects already in the researchers' computer data base. In all, 131 responses from 37 states, the District of Columbia, and 3 Canadian provinces were received. Results describe types of activities and projects (50% are courses in family history), funding and sponsorship (varies greatly), content, and area of emphasis (pedigree chart, followed by family groups records and family tradition); test and resource materials (most instructors prepare their own text); participants (from one person to over 7000 in one project); instructors (from no degree to Ph.D.); and greatest problems (time, logistics, resources) and rewards (personal growth, family communication, teacher satisfaction, research benefits). Twelve activities were selected and are discussed in detail. These include a Foxfire project; a high school project, "Preserving Ethnic Traditions"; a junior high school "Family History Night"; a history fair; a public library sponsored "kin and community classes"; a summer workshop for adults; and a community oral history program. (RM)

ED223480 SO014311

Rich, Patricia; Garino, Agnes

Programs for Training Citizen Leaders: A National Survey.

League of Women Voters of Metropolitan St. Louis, Mo. Citizens Information Resource Center.

Spons Agency-Danforth Foundation, St. Louis, Mo.

Pub Date Sep 79

Note-100p.; Assistance was also given by the Center for Metropolitan Studies at the Missouri University, St. Louis.

Available from-Citizens Information/Resource Center, 2138 Woodson Road, St. Louis, MO 63114 ($7.00 plus $1.50 for postage and handling).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Citizenship Education; Community Programs; *Leadership Training; Program Content; Program Descriptions; *Program Effectiveness; Program Evaluation; Surveys

Various types of citizen training programs were surveyed by the staff of the St. Louis (Missouri) Leadership Program to determine the characteristics of a successful training program. The study is based on the belief that an active citizenry is a necessity for a democracy and that citizenship training and education are necessary to encourage leaders to emerge. Programs surveyed were identified through community contacts, national meetings, readings, and interviews. Methods of data gathering included attendance at national meetings, 2 on-site visits, 19 in-depth interviews with 24 persons, the gathering of program materials from over 30 training programs, a review of the literature, and attendance at 2 workshops. Survey findings covered purpose and philosophy, clients, program content, training techniques, funding, and evaluation. Also included are a "Guide for Assessing Community Training Needs," a discussion of future possibilities for St. Louis, and a list of resources used during the study. Appendices contain descriptions of interviews conducted and workshops attended, a typology of training program models, and a listing of the programs surveyed. (RM)

ED223481 SO014327

Gustafson, Jerry W.

Improvement of Social Science Education via the Development of a Social Science Laboratory. Final Report.

National Science Foundation, Washington, D.C.

Spons Agency-National Science Foundation, Washington, D.C. Directorate for Science Education.

Pub Date 26 Apr 82

Grant-SER-78-064891

Note-11p.; This three-year plan of activities was funded by the CAUSE program of the National Science Foundation.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Computer Assisted Instruction; Educational Improvement; Higher Education; *Interdisciplinary Approach; *Laboratories; Research Methodology; *Social Sciences; *Statistical Analysis

A 3-year project to establish a college-level interdisciplinary computer center/scientific laboratory for the social sciences is described. The purpose of the project was to improve education in empirical and behavioral research methods. The center consists of computing facilities, a survey research facility, a simulation/gaming facility, and a resident specialist in quantitative methods. The laboratory is not tied to a specific curriculum but rather operates as a free-standing unit available to all social scientists and students. It contains a variety of software, a library, video recording equipment, calculators, audio centers, and projection equipment. The methods specialist teaches one interdisciplinary course per year and works with students and faculty on various projects. Although student activity in the laboratory includes both independent and course-related work, the most tangible outcomes involve staffing and curricular innovations. Many courses have been modified to include computer instruction and use of the center. Currently, more than 80 percent of all social science majors have used the facilities. The project has been successful in providing students with quantitative instruction. (KC)

ED223482 SO014328

Papo, Moshe

Total, Direct, and Indirect Effects of Demographic and Community Characteristics on a Household's Propensity to Move.

Pub Date 81

Note-22p.; Not available in paper copy because of marginal legibility of original document.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Children; *Community Characteristics; *Demography; *Family Characteristics; *Family Mobility; *Racial Factors; Research Needs; Social Science Research

Identifiers-Family Size

The extent to which a family's propensity to move is directly affected by number of children, race, home ownership, duration of residence, and satisfaction with community was measured. A sample of 722 persons in the Chicago area responded to three telephone interviews in April, May, and June 1981. Results indicate that the more children a household has, the less likely it is to move (although this variable was quantitatively less important than others); race has no statistical significance; homeowners are less likely to move than renters; length of residence has a moderately significant effect on propensity to move; and the more satisfied a person is with the community, the less likely he is to move. Further research should explore other variables which may have an indirect effect on a family's propensity to move. (KC)

ED223483 SO014330

Lilly, Edward R.

The Meaning of Religion: A Constitutional Perspective.

Pub Date 27 Sep 82

Note-9p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Constitutional History; *Constitutional Law; Court Litigation; *Government Role; *Religion; *State Church Separation

Identifiers-*Supreme Court; United States v Seeger

The problems of formulating a legal definition of religion as used in the U.S. Constitution may be traced through the Supreme Court's interpretation of the word. According to the U.S. Constitution, religious tests cannot be required for any office or public trust under the central government. The Bill of Rights states that the national government may not establish a religion or prohibit its free exercise and the Fourteenth Amendment extends those restrictions to the states. Problems lie not only in interpreting the phrasing of the Constitution but also, particularly when deciding the status of conscientious objectors, what the term "religion" means. The Constitution has been interpreted as creating the separation of church and state and disallowing preferential status in law for religion or sponsoring religious activity. In "United States v. Seeger," the Supreme Court determined that the dictates of conscience are similar to deferring to the will of a traditional God. The Seeger case is a precedent which construes the definition of religion as the doctrinal, ethical, or ritualistic considerations to the ultimate concern in one's life, the belief in a faith to which all else is subordinated. (Author/KC)

ED223484 SO014331

Rasmussen, Jorgen S.

The Electoral Costs of Being a Woman in the 1979 British General Election.

Pub Date 2 Sep 82

Note-41p.; Paper presented at the Annual Meeting of the American Political Science Association (Denver, CO, September 2, 1982).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Elections; *Females; Foreign Countries; Males; Political Affiliation; Political Attitudes; Political Science; *Public Opinion; Social Science Research; *Success; *Voting

Identifiers-*United Kingdom

An analysis of voting behavior toward women candidates in the 1979 general election in Great Britain determined whether public opinion has shifted against an equal political role for women. A total of 104 Labour, Liberal, and Conservative female candidates were measured against a control group of the same number of male candidates. The research compared the percentage of the 1979 vote received by the party of the female candidate to the percentage the party received in 1974. Variables in addition to gender were incumbency, party label, previous party strength, and region. Although a variety of analytical techniques were performed on the data, results indicated that the gender of the candidate had no significant impact upon electoral success. British voters tend to vote along party lines and currently women are candidates in constituencies where their party has not previously fared well. Incumbency is of limited importance to males and even less so for females. Thus, the reason for the lack of female politicians does not lie with the electorate. The only way to increase the proportion of women in the House of Commons is for their parties to place them in constituencies where the parties have done well in the past. (KC)

ED223485 SO014336

Cortese, Anthony

A Comparative Analysis of Cognition and Moral Judgment in Chicano, Black, and Anglo Children.

Pub Date Sep 82

Note-31p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Anglo Americans; Blacks; *Cognitive Development; Comparative Analysis; *Cross Cultural Studies; Developmental Stages; Elementary School Students; *Ethnic Groups; Junior High School Students; Mexican Americans; Moral Development; *Moral Values; Racial Differences; Social Experience; Social Science Research; *Value Judgment

Identifiers-Chicanos; Defining Issues Test; Kohlberg (Lawrence); Piaget (Jean)

A sample of 245 Chicano, Black, and Anglo children, grades 2-9, from three midwestern states was chosen for a comparative study of moral judgment, to measure differences among the ethnic groups and to determine whether they made the same progression through Kohlberg's three levels of moral development. Subjects viewed video tapes of five moral dilemmas modeled after Johnson and Piaget. Responses were measured by a variation of Rest's Defining Issues Test. Results indicated the predicted progression for retribution vs. restitution (increasing belief in restitution), with very mixed results for immanent justice (wrong deeds bring their own punishment), moral realism (acts should be judged by results, not motives), severity of punishment, and communicable responsibility (group responsibility for misdeeds). Anglos scored higher on most measures at most grade levels. There was no consistent difference between Blacks and Chicanos. Reasons suggested for ethnic differences include bias in the definition of stages, variations in social experience, the multi-dimensionality of moral judgment, and the methodology of the research. (IM)

ED223486   SO014338

Papo, Moshe

Educational Change and Its Effect on Culturally Disadvantaged Populations: A Case Study, Israel.

Pub Date 81

Note-29p.; Some pages may be marginally legible due to fading ink.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Access to Education; Case Studies; Comparative Education; *Educational Change; *Educational Principles; Educational Trends; Elementary Secondary Education; Foreign Countries; *Majority Attitudes; *Minority Groups; Postsecondary Education

Identifiers-*Israel

Educational change in Israel during the last 30 years is illustrated by comparing the status of Oriental and Ashkenazic (European) Jews. As opposed to the dominant Ashkenazic values of socialism, collectivism, and industrialism, the Oriental Jews in Israel value family, personalism, and traditionalism. As a result, the Israeli system tends to discourage the upward mobility (through educational attainment) of the Orientals. The problems have been recognized. From 1948 to 1958 formal equality characterized governmental policy in which a unified school system under the control of the state worked toward a unified culture. From 1958 to 1968 the policy of compensatory education sought to rectify mistakes inherent in the previous policy. Children of non-European origin were considered culturally disadvantaged and were enrolled in programs to bring them up to the level of the European Jews. By 1968 it was apparent that compensatory education was not closing the gap. From that time to the present educational reform has consisted of academic, vocational, and agricultural curricula. Although the reform has stressed the rich cultural heritage of the Orientals and has extended free tuition to the post-elementary level, the restructuring of the system has perpetuated the values of the dominant group, the Ashkenazi. (KC)

ED223487 SO014339

Stirewalt, Maurice R.

A Community College Family History Program: The North Carolina Experience. Series 352.

Church of Jesus Christ of Latter-Day Saints, Salt Lake City, UT.
Pub Date Aug 80
Note-20p.; Paper presented at the World Conference on Records "Preserving Our Heritage" (Salt Lake City, UT, August 12-15, 1980).
Available from-Genealogical Society of Utah, 50 East North Temple Street, Salt Lake City, UT 84150 ($1.00).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education; Community Colleges; Course Content; Course Evaluation; *Local History; Program Descriptions; Program Implementation; Student Projects; Teaching Methods; Two Year Colleges
Identifiers-*Family History; Genealogy

A Local History Program (LHP) was implemented at the majority of community colleges in North Carolina to assist lay involvement in research and enhance the preservation, preparation, dissemination, and use of local and family history materials in the state. The four major components of the LHP were the community colleges that volunteered to host the programs, the statewide coordinator, the instructors, and the students. Any adult over 18 could enroll. Course participants ranged from grammar school dropouts to Ph.D's. The majority wanted to learn how to trace their family trees. Each course, which ran from 36 to 40 contact hours, was localized and, therefore, varied in design and conduct. Participants learned about their county and local histories and sources of information and were involved in projects. Teaching techniques included hands-on sessions with artifacts and photographs, visits to newspaper morgues, show and tell sessions, and lectures. After 8 years, the LHP has had many positive results. For example, students have learned how to use primary and secondary source materials and have contributed their research papers to repositories. Books and newspaper articles have been published and slide presentations developed. Historical materials are now available to researchers through a Core Collection Project and a textbook has been published. (RM)

ED223488 SO014343

International Women and Health Resource Guide.

Boston Women's Health Book Collective, Inc., Mass.; Women's International and Communication Service, Carouge (Switzerland).

Pub Date 80

Note-188p.; Some pages may be marginally legible.

Available from-Boston Women's Health Book Collective, Box 192, West Somerville, MA 02144 ($8.00 airmail, $5.00 surface mail); Women's International Information and Communication Service, Case Postale 301, 1227 Carouge, Switzerland ($8.00 airmail, $5.00 surface mail).

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Abortions; Aging (Individuals); Birth; Contraception; *Developed Nations; *Developing Nations; Drug Use; Environmental Influences; *Females; Food; *Health; Health Conditions; Health Needs; Health Services; Human Resources; Population Growth; Pregnancy

Information on women and health from around the world is provided in this guide. So far, no country has formal mechanisms through which women themselves can create the policies and practices so critical to their own health and that of their families. A major purpose of the guide is to assist the many women's initiatives attempting to change this situation. Materials and group descriptions included were gathered through letters sent to contacts throughout the world. Topics discussed are: women's role in health; reproductive issues, including sexually transmitted diseases, contraception, abortion, sterilization, and population control; drugs and drug companies; food and eating; having children, including pregnancy, birth, breastfeeding, and instant feeding; menopause and aging; health and the environment; and self-help and healing ourselves. Annotated resources are listed for the various topics. Organizations providing services in various countries are also described. (The table of contents and introduction to this guide are written in Spanish, Dutch, French, Italian, and English; the guide is written in English.) (RM)

ED223489 SO014346

Boles, Janet K.

Social Movements as Policy Entrepreneurs: The Family Protection Act and Family Impact Analysis.

Pub Date Sep 82

Note-24p.; Paper presented at the Annual Meeting of the American Political Science Association (Denver, CO, September 2-5, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Family (Sociological Unit); *Federal Legislation; Government Role; *Policy Formation; *Public Policy; *Social Action

Identifiers-*Family Protection Legislation

Both the Family Impact Analysis and the Family Protection Act are perceived by governmental decision makers as pseudo-agenda items; thus, neither issue is being actively or seriously considered. The Family Impact Analysis and the concept of a Family Impact Statement (inspired but not modeled after the environmental impact statement) received an overwhelming mandate in 1980 from the White House Conferences on Families. Support was lost, however, during the second stage of the agenda building because of conceptual, methodological, political, and administrative difficulties. Currently only centers receiving relevant grants are engaged in analyzing the possibilities of a Family Impact Statement. The Family Protection Act (FPA), introduced in the 96th and 97th Congresses, contains 31 proposals. It is considered the major social movement of the New Right and establishes tax incentives for families and limits federal authority over child care, abortion, contraceptives, and juvenile delinquency. None of the House and Senate Committees to which the FPA was referred have held hearings, nor are any planned. The history of these two policies may be typical of the manner in which social movements will be treated in the 1980's. (KC)

ED223490   SO014347

Beck, Paul Allen

Politics and the Structure of Policy Thinking.

Pub Date Sep 82

Note-48p.; Paper presented at the Annual Meeting of the American Political Science Association (Denver, CO, September 2-5, 1982). Some pages may be marginally legible due to fading ink.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cluster Grouping; Cognitive Ability; *Federal Government; *Political Attitudes; *Political Issues; Political Science; Politics; *Public Opinion; Public Policy; Social Science Research; *State Government

Identifiers-Florida

A comparison of public opinion about state and national political issues focuses on the degree of constraint expressed by individuals. Constraint is the individual's tendency to coherently cluster issues. It is manifested when, for example, one favors tax cuts and decreased spending; lack of constraint is illustrated when an individual simultaneously supports increased spending and tax cuts. Data were obtained from a cross-sectional survey of 929 adults in Florida. Participants responded to 15 key policy issues, both at state and national levels. Direction, intensity, and salience of each issue were measured. Participants' opinions can be categorized into four clusters: national policies concerning morals and the disadvantaged; state policies on taxing and spending. State attitudes were considerably less constrained than national attitudes. Conditions which contributed to constraint were high cognitive ability and exposure to political issues; however, political exposure was more important than cognitive ability on issues clearly characterized as liberal or conservative. At the state level, the basic problem is separation in the public mind between taxing and spending, a distinction which sends contradictory signals to political leaders. (KC)

ED223491 SO014349

Rank, Mark R.

The Process of Marital Influence Over Time: The Case of Wives' Employment Decision-Making.

Pub Date Sep 82

Note-25p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September 6-10, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Decision Making; *Employed Women; *Family Income; *Family Influence; Longitudinal Studies; Path Analysis; Power Structure; Social Science Research; Socioeconomic Influences; Spouses

A longitudinal study of the relative influence of wives and husbands in deciding whether a wife should work was conducted in Seattle, Washington. A sample of 378 married couples of similar socioeconomic status (SES) was interviewed in 1977, and of these, 349 couples were interviewed a year later. The husbands' perceptions of the relative influence of wives and husbands was the unit of analysis, or dependent variable, and path analysis was used. The influence of wives was positively related to their income, which was interpreted to mean that higher income gives wives more independence and more alternatives, thus giving them more influence in marital decision-making. The influence of husbands was also negatively related to their income, which was interpreted to mean that, as the SES of husbands (as indicated by their income) rises, they are exposed to, and are more likely to adhere to egalitarian standards. The follow-up study indicated that the incomes of husbands and wives in 1977 had a greater effect on wives' influence in 1978 than did the incomes in 1977, which was interpreted as support for

a "carry over" model what states that patterns of spousal influence formed early in marriage have staying power. (IM)

ED223492 SO014350

Adams, L. Jerold; Waite, James L.

Inside the APSA: Politics in the Profession.

Pub Date Sep 82

Note-40p.; Paper presented at the Annual Meeting of the American Political Science Association (Denver, CO, September 2-5, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Trends; *Intellectual Disciplines; *Majority Attitudes; *Periodicals; *Political Science; *Professional Associations; *Professors; Social Science Research

Identifiers-American Political Science Association; American Political Science Review

The extent to which the professional association and the journal of political scientists are representative of members of the discipline was studied. Articles in the "American Political Science Review" (APSR) from 1958 to 1979 and presidential speeches of the American Political Science Association (APSA) were classified according to whether they advocated traditional, behavioral, or post-behavioral approaches or whether they were neutral in content. In addition, 140 political scientists teaching at Midwestern universities and colleges responded to a questionnaire. Results indicate that 5 of the 13 presidential addresses discussed post-behavioralism as the future approach for political science, 3 advocated traditional approaches, 2 focused on behavioralism, 1 was neutral, and 2 were not classified. During the last decade, APSR articles have been 33 percent traditional, 59 percent behavioral, and 6 percent post-behavioral. Further research reveals that 49 percent of all articles appearing between 1960 and 1979 originated at only 20 universities. Responses to the questionnaire suggest that the APSR does not meet the teaching or research needs of the majority of political scientists, most of whom identify their approaches as traditional. Also, most of the political scientists surveyed believe that APSA neither sets trends nor provides leadership. (KC)

ED223493 SO014357

Graber, Doris A.

Have I Heard This Before and Is It Worth Knowing? Variations in Political Information Processing.

Pub Date Sep 82

Note-21p.; Paper presented at the Annual Meeting of the American Political Science Association (Denver, CO, September 2-5, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavioral Science Research; *Cognitive Processes; *Mass Media; *Memory; *Political Attitudes

How people select and process current events and political information through the media is studied. Throughout 1976, 21 adults were tested for recall of selected news stories; also, participants recorded daily three news stories that had come to their attention. Results indicated that participants totally ignored 67 percent of newspaper stories. Of the 33 percent that were noticed, less than half concerned government and politicians; other topics of interest were social problems, human interest, and economics. In general, the participants selected news stories that were interesting, simple to understand, and believable. After selection of the stories, participants employed five methods of processing or incorporating the new information into their belief systems: cause and effect sequences (a story about rising crime rates is attributed to high unemployment); behavior judgments of persons and groups who are the focus of the stories; judgments about population subgroups such as business people, ethnic groups, and students; institutional judgments; expectations based on cultural norms (e.g., democracy is the best form of government); and personal interest stories which evoke empathy. Conclusions are that the types of schemes used for processing information are limited in world perspectives but are adequate for extracting some meaning from most domestic news stories. (KC)

ED223494 SO014360

Arluke, Arnold; Levin, Jack
Second Childhood.
Pub Date 82
Note-6p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Discrimination; *Mass Media; *Negative Attitudes; *Older Adults; Popular Culture; *Stereotypes

Ageism (unfair stereotyping of older adults), deeply embedded in the culture of 20th-century America, is reinforced by television and newspapers. The media depict old people as rigid, meddlesome, sexless, conservative, unhealthy, and forgetful. Most pernicious of all old age stereotypes is that of second childhood. Popular culture portrays children and old people together as though they have personality characteristics in common. In advertisements, old people are given the personalities, dress, physical problems, playthings, and activities of children. Drug advertisements portray them as throwing tantrums, greeting cards depict them dressed in children's clothes, and one laxative advertisement praises an older woman's regularity by implying that she is a "good girl." Unfortunately, such identification with children lowers the social status of old people and robs the "gray power" movement of adults who might otherwise work for political change and social betterment. Clearly, efforts need to be made to change the media's demeaning portrayal of old age. (Author/KC)

ED223495 SO014362

Adams, Jan; And Others

Classroom Learning Activities for Social Studies.

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date 82

Note-288p.

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-American Studies; Economics Education; Elementary Secondary Education; Geography Instruction; Learning Activities; Psychology; *Social Studies; Sociology; State History; Teacher Developed Materials; United States History; World History

Identifiers-Oklahoma

Developed as an aid to Oklahoma educators, these easily duplicated learning activities can be used as a supplement in elementary and secondary social studies courses. Some of the teacher-developed activities are self-contained, while others require the use of publisher-available books and films. There are three major sections: Elementary; Middle School/Junior High; and Senior High. Elementary-level activities deal with self-concept, personal space, family, neighborhoods, rules, laws, needs, Oklahoma history, U.S. history, and the student's role in the world. At the middle school/junior high and senior high levels, activities are grouped by discipline, including U.S. history, economics, geography, government/civics, Oklahoma history, American studies, psychology, sociology, world history/cultures, and general social studies. Some examples of the types of activities included follow. Elementary students prepare bulletin boards, conduct surveys, interview senior citizens, and write a list of rules that will govern their class. Middle, junior, and senior high students participate in U.S. history skits, prepare budgets, draw maps of their neighborhoods, and listen to guest speakers. (RM)

ED223496 SO014364

Mushaben, Joyce Marie

A Spectre Haunting: New Dimensions of Youth Protest in Western Europe. Occasional Paper 8208.

Missouri Univ., St. Louis. Center for International Studies.
Pub Date Aug 82
Note-33p.; Paper presented at the Annual Meeting of the American Political Science Association (Denver, CO, September 2-5, 1982). Tables may not reproduce clearly due to small print type. Financial support for this research project was provided by the German Academic Exchange Service.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Activism; Citizen Participation; Civil Disobedience; Comparative Analysis; Demonstrations (Civil); *Dissent; Ecology; Foreign Countries; Nuclear Warfare; Peace; Political Attitudes; Racial Relations; Social Action; Social Science Research; Youth
Identifiers-*Europe (West); Germany; Great Britain; Switzerland

European protest movements of the eighties are analyzed and compared to the dissident movements of the sixties and seventies. The focus is on the peace, anti-nuclear, and ecology movements, the drive for autonomous youth centers in Switzerland, racial disturbances in Britain, and unrest among the urban squatters in the German Federal Republic. Six dimensions of each of these social rebellions are analyzed: the substantive dimensions of depoliticization, postmaterialism, and nationalism and the strategic dimensions of radicalization, decentralization, and institutionalization of protest. Data were collected through participant observation at demonstrations, walking tours through affected neighborhoods, informal interviews with people inside and outside the scene, media analyses, and literature searches. Findings show that protests of the eighties were more violent than those of earlier decades. Willingness to engage in the process of system transformation is declining among protestors aged 15-24 and growing among those old enough to have witnessed or participated in the movements of the sixties. Both the young and the old, however, pose a significant challenge to the established political parties in West European systems. (RM)

ED223497 SO014365

Mott, Frank L.; Mott, Susan H.

Attitude Consistency Among American Youth.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C.

Pub Date Jun 82

Note-53p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September, 1982).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adolescents; Birth Rate; Black Youth; *Careers; *Children; *Expectation; Family Life; Females; Hispanic Americans; Males; Sex Differences; *Sex Role; *Social Attitudes; Social Science Research; Whites; *Youth

Identifiers-Family Size

Attitudes of youth (ages 14-21) toward fertility expectations and women's roles are examined for consistency (e.g., whether high career expectations are correlated with a desire for fewer children).

Approximately 12,000 White, Black, and Hispanic youth rated their attitudes toward statements that a woman's place is in the home, employment of wives leads to juvenile delinquency, employment of both parents is an economic necessity, men should share housework, and women are happier when they stay at home. Results indicated that most youth tend to have nontraditional views on the role of women, although Hispanic youth tend more than their Black and White counterparts to believe that a woman's place is in the home. Young men and women who expect to complete more education have less traditional views. Of the three ethnic groups, only Black youth do not show congruence between attitudes toward women's roles and fertility expectations. Evidence also suggests that as they grow older, more youth view home and non-home roles as potentially conflicting. Females show greater consistency than males between fertility expectations and their view of women's role. (KC)

ED223498 SO014367

Reader, Mark

The British Peace Movement in the 1980's.

Pub Date Sep 82

Note-25p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September 6-10, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Activities; Disarmament; Foreign Countries; Higher Education; Nuclear Energy; Nuclear Warfare; *Organizations (Groups); *Peace

Identifiers-*Great Britain; *Interest Groups

The groups and personalities that comprise the British peace network are discussed and their activities are examined. The nuclear disarmament campaign is led by a combination of mass-based organizations, specialized interest groups, and individuals determined to end Britain's role as a nuclear weapons state and military base. Notable groups are the Campaign for Nuclear Disarmament, the European Disarmament Campaign, and the World Disarmament Campaign. A combination of environmental, safe energy, and social justice groups have broadened the base of peace action linking Britain's major economic and political problems to the nuclear expansion. There is also a religious and ethical dimension to the British peace movement. An example is the series of lectures on the atomic age sponsored by St. James Church in Piccadilly. The peace activists have been successful in implementing informal and formal education programs throughout the country. These include television programs, graffiti, monographs, and university-level peace studies courses. (RM)

ED223499 SO014368

MacRae, Duncan, Jr.

Value Indicators and Public Policy: Democratic Information Systems.

Pub Date Sep 82

Note-40p.; Paper presented at the Annual Meeting of the American Political Science Association (Denver, CO, September 2-5, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Decision Making; *Information Dissemination; Information Needs; Information Utilization; *Policy Formation; *Public Policy; Quality of Life; Social Indicators; *Statistical Data

A system for developing public policy indicators would include social, economic, and environmental statistics which would define problems facing a political community. Policy indicator variables center around the broad needs of policy. Any measure of human conditions, including sources outside the basic disciplines, are used; intervals of observation could be weeks and months as well as years. The design of a policy indicator system begins with a definition of value variables as either social goal areas (e.g., health, development through learning, time and leisure, physical environment) and values corresponding to notions of general welfare (economic production, the duration of subjective well-being, and the distribution of these two variables among populations). The political community, as the user of policy indicators, includes elected officials, candidates, organized citizens, journalists, and the general public. Dissemination to these groups creates a problem in terms of timeliness and availability of data. Also, the choice and the use of contributory variables for the system depends on developments both in the political community and the scientific community that assess the quality, validity, and significance of measures. (KC)

ED223500 SO014370

Davis, James A.

Five Well Established Research Results Which I Think Are Probably True, Teachable in Introductory Sociology, and Worth Teaching.

Harvard Univ., Cambridge, Mass. Faculty of Arts and Sciences.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date Jun 82
Grant-SOC-77-03279
Note-32p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September 6, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Computer Assisted Instruction; *Educational Attainment; Education Work Relationship; Family Characteristics; Higher Education; *Introductory Courses; Racial Differences; Sex Differences; *Sociology; *Statistical Analysis; Teaching Methods

Appropriate for college level introductory sociology classes, five units on empirical research use empirical results that are true, demonstrable, causal, and thought-provoking. The units take educational attainment as the main variable, drawing on data from the decennial census and the NORC Social Surveys. Each unit begins with a lecture, followed by students' manipulation of data on a computer, construction of statistical tables, and discussion. In units one through five students (1) examine the relationship between age cohorts and educational attainment demonstrating the enormous amount of change in educational attainment from those born in the 1880s to those born in the 1950s; (2) analyze the effect of race and sex on educational attainment revealing that racial and sexual educational disadvantages decline very slowly; (3) measure the relationship between the educational attainment of the respondent and his parents when both parents are equal in their educational attainment and when one parent has received a higher education than the other; (4) examine the close tie between formal education and later occupation; and (5) examine how age and educational attainment correlate to liberal attitudes, by charting responses to a questionnaire on the rights of atheists. (KC)

ED223501 SO014371

Henderson, Joel H.; Sherman, Janet Schmidt

The Public's Perception of Crime and Police Activity.

Pub Date Sep 82

Note-49p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September, 1982). Not available in paper copy due to marginal legibility throughout original document.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Crime; Law Enforcement; Police; *Police Action; *Public Opinion; Surveys

The public's views about behaviors that should be crimes, behaviors that should come under the control of the police, and the public's view of how the police spend their time are examined. A telephone questionnaire survey was conducted with a random sample of 250 persons in San Diego (California). Over 98% of the respondents believed that the seven FBI "index" crimes--robbery, rape, assault, theft, car theft, burglary, and murder--were crimes, and 98% believed that embezzlement and consumer fraud were crimes. Only about 50% thought that victimless crimes and marginal crimes, including vagrancy, public drunkenness, gambling, and smoking marijuana, should be considered crimes. Ninety-eight percent of the respondents believed that the FBI "index" crimes and embezzlement and consumer fraud should involve the police. The percentage dropped to about 60% with respect to victimless crimes. Regarding the public's perception of what the police are doing, results showed that they generally felt the police were protecting them from serious crime. (RM)

ED223502 SO014372

Long, Sandra M.

Using the Census as a Creative Teaching Resource. Fastback 184.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No-ISBN-0-87367-184-8

Pub Date 82

Note-48p.; This fastback is sponsored by the Broward County Florida Chapter of Phi Delta Kappa.

Available from-Phi Delta Kappa Educational Foundation, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75, quantity discounts available).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Census Figures; *Demography; Education; Employment; Family Structure; Health; Income; Learning Activities; Nutrition; Questioning Techniques; Secondary Education; *Social Studies

Demographic information collected by the Census Bureau can help students understand many aspects about the quality of life in the United States and can be used by junior high and high school teachers as a classroom resource. The first of six chapters discusses the role that the Census Bureau plays in our lives, examining uses of census data. Chapters 2 through 6 contain student activities and discussion questions that use demographic information provided in each chapter. General demographic census data are provided in chapter 2. Census data concerning family structure, education, work and income, and health and nutrition are the foci of chapters 3 through 6. Suggested activities include having students prepare reports using the data, analyze the data, listen to someone from the local Chamber of Commerce speak on how population changes affect the community, and interview local businessmen and women to determine changes they have noticed in their consumer population and to ask how they are planning for change. The appendix lists additional resources. (RM)

ED223503 S0014373

Schug, Mark C.
Economic Education across the Curriculum. Fastback 183.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Report No-ISBN-0-87367-183-X
Pub Date 82
Note-42p.; This fastback is sponsored by the Dallas Texas Chapter of Phi Delta Kappa.
Available from-Phi Delta Kappa Educational Foundation, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75, quantity discounts available).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Concept Teaching; *Curriculum Development; Curriculum Evaluation; Definitions; *Economics Education; Educational Objectives; Elementary Secondary Education; Evaluation Criteria; Integrated Curriculum; Teaching Methods

The definition of economics education, reasons for studying it, ways of integrating it into the K-12 curriculum, approaches to teaching it, and criteria for evaluating it are the foci of this booklet. Economics education is helping young people learn to make economic choices, understand basic economic concepts, and apply important economic goals in their decision making. Students should study economics to develop the critical knowledge and skills they need as citizens to make intelligent decisions and to help shape economic policy. The economic concepts that can be taught at different grade levels are examined. The plan used by Minnesota for integrating economics into the K-12 curriculum is described. Approaches that have been used successfully to teach basic economic concepts, including the use of the local community, videotape/film, television, simulation games, and microcomputers, are described. Criteria that educators can use to assess materials sponsored by corporations, banks, government agencies, public utilities, trade associations, and labor unions are presented. Steps that a school district can take to improve economic education are suggested. The appendix contains listings of economic education organizations and selected teaching materials. (RM)

Reviews of National Policies for Education: Finland.

Organisation for Economic Cooperation and Development, Paris (France).
Report No-ISBN-92-64-12371-7
Pub Date 82
Note-120p.; Figures may not reproduce clearly in microfiche.
Available from-OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, DC 20006 ($13.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education; *Comparative Education; Continuing Education; Early Childhood Education; Economic Development; Educational Administration; Educational Planning; *Educational Policy; *Educational Practices; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; Teacher Education; Vocational Education
Identifiers-*Finland

The education system of Finland is appraised by the Educational Committee of the Organisation for Economic Cooperation and Development (OECD). The problems of each educational sector and the relationships between sectors are examined and the contribution of the education system to the economic, cultural, and social life of the nation is assessed. There are three major parts to the report. Part 1 contains the "Examiners' Report" describing the modern Finnish experience, economic development and educational planning, early childhood education, compulsory schooling, upper secondary and vocational education, higher education, and continuing education. In the second part, a Finnish team of 11 persons led by their Minister of Education in a review meeting answer specific questions from the examiners concerning topics discussed in their report. Part 3 summarizes educational policy in Finland for the various educational levels and for educational administration, teacher training, and educational research. (RM)

ED223505 SO014375

Guide to Graduate Departments of Geography in the United States and Canada 1982-1983.

Association of American Geographers, Washington, D.C.
Report No-ISBN-0-89291-163-8
Pub Date 82
Note-347p.; For a related document, see ED 213 651.
Available from-Association of American Geographers, 1710 16th Street, N.W., Washington, DC 20009 ($9.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Admission Criteria; College Faculty; *Degree Requirements; Degrees (Academic); Doctoral Dissertations; *Doctoral Programs; Educational Facilities; *Geography Instruction; Graduate Students; *Graduate Study; Higher Education; *Masters Programs; Masters Theses; Program Descriptions; Scientific Research; Student Financial Aid; *Universities

Information is presented about requirements, course offerings, financial aid, and personnel for 147 graduate departments of geography in the United States and Canada. Seventy-three offer a Ph.D. in geography, and 77 award the Master's degree. Information provided for each institution includes: date founded; degrees offered; number of degrees granted; numbers of graduate students in residence; chairperson; where to write for further information; a description of the programs and research facilities, the academic plan, admission requirements, and financial aid; staff; faculty; and titles of theses and dissertations completed. A staff directory and a geographical index are provided. (RM)

ED223506 SO014376

Perko, F. Michael

Brushfire Wars: Religion, Politics, and Education in Cincinnati, 1836-1853.

Pub Date Oct 82

Note-24p.; Paper presented at the Annual Meeting of the History of Education Society (New York, NY, October, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Catholics; *Educational History; Ethnic Groups; Political Issues; *Protestants; *Public Schools; *Religious Conflict; *Religious Education; State Church Separation; United States History

Identifiers-*Ohio (Cincinnati)

In Cincinnati, Ohio, between 1836 and 1853, controversy over religious education resulted from religious, ethnic, and political factors. Debate began between Catholics (mostly German and Irish immigrants) and Protestants over which Bible should be used in the public schools. (It was accepted that daily Bible readings were to be a part of religious education). A Catholic archbishop urged the use of Catholic Douay Bibles along with the already accepted King James version. In 1840, the school board refused to act upon the archbishop's recommendation and adopted the Bible of the American Bible Society. After 1852, a resolution that students read the versions of the scriptures preferred by their parents was adopted; however, the King James was still the normative version. The 1853 election issue shifted to a debate over state funding for Catholic schools, with strong anti-immigrant and anti-Catholic sentiments. Catholics focused on the rights of parents to educate their children. The election began a wave of success for evangelical Protestantism in Cincinnati and Catholics began to seek other avenues for their political and educational aspirations. (Author/KC)

ED223507 SO014377

Hammel, E. A.; And Others

The Value of Children during Industrialization: Childhood Sex Ratios in Nineteenth Century America.

Pub Date Sep 82

Note-42p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Agriculture; Attrition (Research Studies); Census Figures; *Child Labor; Females; *Industrialization; Males; Migration Patterns; *Regional Characteristics; *Sex Differences; Statistical Analysis; United States History; Whites

Significant regional differences in the proportion of white male and female children in the 19th century in different areas of the United States may be attributable to the economy. Boys were more numerous than girls in the South and along the frontier, while the ratio was more equal or in favor of girls in the eastern states. Data were obtained from county and state decennial census reports from 1820 to 1860 and were computer-generated into maps and tables which revealed differences in male-female ratios. Of the various theories explaining the causes of these sex differences, it appears that changes in the economic system and in the attitudes of the value of children produced these effects. In an economy of early agricultural modernization, boys were a greater asset to farm families than girls, whereas in industrial urban areas there was little difference in the productive capability of the sexes.

Because child labor was widespread during this era, parents could have been influenced to migrate to areas that would be advantageous to the sex of their children and to provide differential care (e.g., boys may have received better medical attention than girls) sufficient to influence childhood mortality patterns. (Author/KC)

ED223508 SO014378

Carr, N. J.

An Evaluation of the Use of Case Studies in Economics at Advanced Level in Schools. Research Papers in Economics Education.

London Univ. (England). Inst. of Education.

Pub Date Nov 82

Note-34p.; Not available in paper copy due to marginal legibility of original document.

Available from-London University, Institute of Education, Department of Economics and Business Studies, 20 Bedford Way, London WC1H 0AL.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Advanced Courses; *Case Studies; Comparative Education; *Conventional Instruction; *Economics Education; Educational Research; Foreign Countries; Secondary Education; *Teaching Methods

Identifiers-England

It is hypothesized that, in comparison to the traditional approach, the case studies approach is a more effective way to teach the concept of elasticity of demand. The sample consisted of 26 students, with an average age of 16 years, 9.3 months, who were enrolled in an advanced economics course in an English boy's school. The students were divided into two groups. One group was taught using the traditional approach, in which students were required to read and discuss textbook selections and listen to lectures. The second group read and discussed a case study, which is included in the document. Both groups were taught by the same teacher. Pre- and posttests were administered. No statistically significant difference was found between the scores of the students in the two groups. The use of the case study and the ability to participate in discussion did, however, have a positive effect on the students' interest in the lesson, thus validating the belief of the proponents of the case study method that the increased participation it involves will be a motivating influence. (RM)

ED223509 SO014379

Equity Lessons for Elementary School.

Philadelphia School District, Pa. Office of Curriculum and Instruction.
Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date 82
Note-42p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Career Awareness; Critical Thinking; Elementary Education; Equal Opportunities (Jobs); Females; Learning Activities; Revolutionary War (United States); Self Actualization; Sex Bias; *Sex Role; *Sex Stereotypes; *Social Studies; Toys; Womens Studies

Elementary students will develop an awareness of the many facets of sex-role stereotyping through these 10 lessons. The broad concept areas of the individual lessons correspond to the general areas of a basic elementary social studies program. Foci of the lessons are reflected in their titles: (1) Self-Realization: Feelings and Expressions; (2) Self-Realization; Friendship; (3) Critical Thinking: Women's Hall of Fame; (4) Utilization of Environment: Sports and Sex-Role Environment; (5) Critical Thinking: Sex-Role Stereotyping in Activity and Occupational Language; (6) Governing: Women of the American Revolution; (7) Producing and Consuming: Sex-Role Stereotyping in Employment; (8) Producing and Consuming: Career Awareness; (9) Producing and Consuming: Toys; and (10) Self-Realization: Fairy Tales. Lesson activities are many and varied and involve students in reading, discussing, and dramatizing stories; learning songs; writing research reports on women; mounting pictures for display; and analyzing newspaper articles. Information provided for each lesson includes objectives, materials needed, teaching procedures, and follow-up activities. (RM)

ED223510 SO014380

Equity Lessons for Secondary School.
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date 82
Note-65p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Feminism; Learning Activities; Secondary Education; Sex Bias; *Sex Role; *Sex Stereotypes; Social Studies; *United States History; Units of Study; *Womens Studies

Secondary students will develop an awareness of the many facets of sex-role stereotyping through these mini-unit activities. The units can serve as the basis for a mini-course or can be integrated into social studies courses, especially U.S. history. The foci of the mini-units are reflected in their titles: (1) Recognizing and Challenging Stereotyping (three lessons); (2) A Century of Struggle: The Women's Rights Movement in the United States (three lessons); and (3) Women Who Worked for Justice in American Society (five lessons). The activities in which students are involved are many and varied. For example, students keep a log for a period of time to observe and record instances of sex-role stereotyping in everyday life. Students read and discuss primary sources

such as a speech written by Susan B. Anthony. Other activities involve students in viewing films, writing research reports, visiting a state legislator, conducting surveys to determine people's attitudes towards ERA, and participating in a play. Objectives, lists of materials needed, teaching methods, and activities are provided. The appendix contains guidelines for the selection of books and other instructional aids. (RM)

ED223511 SO014381

Kohlberg, Lawrence; And Others

The Just Community School: The Theory and the Cambridge Cluster School Experiment.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Pub Date 10 Sep 75

Note-82p.; In: Collected Papers from the Center for Moral Education, 1975. Chapter 29, p1-77.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Community Schools; Curriculum Development; Educational Assessment; Educational Objectives; Educational Principles; *Ethical Instruction; Evaluation Methods; Group Dynamics; *Moral Development; *Moral Values; *Nontraditional Education; *Participative Decision Making; Secondary Education

Identifiers-*Just Community Approach; Kohlberg (Lawrence)

The background, evaluation process, theories, and practical aspects of the Just Community High School in Cambridge, Masachusetts, are presented. The document is organized into four sections. Section 1 briefly discusses the components of a Just School: participatory democracy with teachers and students having equal rights, emphasis on conflict resolution through consideration of fairness and morality, and inclusion of developmental moral discussion in the curriculum. Section 2 proposes methods for a 3-year evaluation which would focus on the governance, structure, and curriculum of the school. Section 3, which comprises the major portion of the document, outlines 15 components of Just Community School theory, including justice as a means and end in moral education, as an individual moral stage, and as social atmosphere; justice and community as curriculum; direct and indirect conditions of moral growth; conditions for creating a good moral atmosphere; and group dynamic theory. Section 4 discusses structure and procedures to implement the theory. Topics include the Just Community School's relation to school administrators and to the total high school of which it is a part, the voluntary requirements of students and teachers, consultants' role, community meeting, advisor groups, and the discipline committee. (KC)

ED223512 SO014382

Colby, Anne; And Others

A Longitudinal Study of Moral Judgment.

Harvard Univ., Cambridge, Mass. Graduate School of Education.
Pub Date 83
Note-198p.; For a related document, see ED 172 946 and SO 014 384. Forthcoming in: Monograph of the Society of the Research in Child Development, 1983.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Chronological Age; *Developmental Stages; Educational Background; Intelligence Quotient; Longitudinal Studies; Males; *Moral Development; Moral Values; *Research Design; *Research Methodology; Socioeconomic Influences; *Test Reliability; *Test Validity; Value Judgment

Identifiers-Kohlberg (Lawrence)

A 20-year study to verify Lawrence Kohlberg's theory of moral development through a new research design, the Standard Issue Scoring System, is reported. Kohlberg theorizes that an individual progresses through several stages in attaining moral judgment. As children grow older, they are able to integrate diverse points of view on a moral conflict. Thus, each stage presupposes understanding gained at previous stages. The Standard Issue Scoring System for monitoring developmental stages replaces earlier evaluation techniques which have not proved reliable. A major portion of the document is devoted to a detailed description of the method, reliability, validity, and results of Standard Issue Scoring. The study found that the 50 males interviewed (6 times in 3- to 4-year intervals) proceeded through the stages in the hypothesized sequence. Moral judgment was found to be positively correlated with age, socioeconomic status, IQ, and education. The Standard Issue Scoring System was found to provide a valid measure. (KC)

ED223513 SO014383

Higgins, Ann; And Others

Student Judgments of Responsibility and the Moral Atmosphere of High Schools: A Comparative Study. Revised.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Pub Date 1 Feb 82

Note-67p.; Paper presented at the International Conference on Morality and Moral Development (Miami Beach, FL, December 18, 1981).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Developmental Stages; High Schools; Moral Development; Moral Issues; *Moral Values; Nontraditional Education; Participative Decision Making; *Prosocial Behavior; Public Schools; Research Methodology; Secondary Education; *Student Attitudes; *Student Responsibility; *Value Judgment

Identifiers-Kohlberg (Lawrence)

The moral judgment is assessed of high school students from three regular high schools and from three alternative high schools. Students from the alternative schools made and reinforced rules and settled issues in weekly community meetings based on participatory democracy. The study sought to ascertain the presence of responsibility judgments in the responses to the four moral dilemmas presented to participants. The hypothesis was that a judgment of responsibility is a mediating bridge between deontic judgments of rightness (in which the other's welfare seems to be a matter of right or claim) and moral action. Judgments which consider filling the other's need when it is not based on a right or claim is a responsibility concern. Democratic school students rated higher in making judgments of responsibility and in their stage of judgment; for example, they favored prosocial choice, demonstrated a high sense of collective prosocial norms, and expressed a strong sense of community. The best approach to moral education is one that attempts to reform the moral atmosphere in which individual decisions are made. (KC)

ED223514 SO014384

Colby, Anne; Kohlberg, Lawrence

Invariant Sequence and Internal Consistency in Moral Judgment Stages.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Pub Date Dec 81

Note-18p.; For a detailed report of this research see SO 014 382.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Developmental Stages; Longitudinal Studies; Males; *Moral Development; Moral Values; *Research Design; *Research Methodology; *Test Reliability; *Test Validity; Value Judgment

Identifiers-Kohlberg (Lawrence)

A 20-year study to monitor moral developmental stages is summarized with a focus on the invariant sequence and internal consistency of each stage. It is theorized that an individual passes through several stages in attaining moral judgment. As children grow older, they are able to integrate diverse points of view on a moral conflict. Each stage presupposes understanding gained at previous stages. This analysis of the stage employs a new scoring method, Standard Issue Scoring, based on a redefinition of the stages from a sociomoral perspective. Fifty males were interviewed in 3- to 4-year intervals; variables included age, social class, and sociometric status. Results indicated that the instrument is highly reliable. The two criteria for judging validity were invariance of stage sequence (stages were not skipped nor did individuals regress from a higher to a lower stage). Also, individuals within each stage demonstrated internal consistency; that is, their judgment was consistent throughout several moral issues or dilemmas. The data supported the validity of both of these measures. (KC)

ED223515 SO014386

Outreach Services for Social Science Educators, Grades 7-12. Final Report.

Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency-National Science Foundation, Washington, D.C. Directorate for Science Education.
Pub Date 21 Mar 80
Grant-SER-78-11882
Note-23p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Development; *Information Dissemination; Inservice Teacher Education; *Outreach Programs; *Program Descriptions; Program Evaluation; Secondary Education; *Social Studies; *Teacher Workshops

A project to provide dissemination workshops and consultation services to secondary school social studies teachers in eight Western states is described. The outreach program, which extended over a 10-month period, aided 192 participants in acquiring skills and resources needed to plan a social studies curriculum and in identifying teacher resources which meet the needs of their districts. Specifically, participants learned how to conduct an Educational Resources Information Center (ERIC) search for relevant topics, e.g., classroom management, class activities, resource materials; evaluate textbooks for educational soundness, sex bias, and ethnic bias; plan curriculum change; conduct teacher workshops; and diffuse ideas and new programs. An evaluation of the workshops indicates that over 90 percent thought that their goals were met by workshop activities, that workshops were very well organized, and that workshop facilitators were knowledgeable. A followup evaluation revealed that local activities of participating teachers have affected approximately 720 teachers and 44,000 students. Workshop teachers have been involved in conducting workshops and revising curriculums. Appendices include publicity about the workshops, an outline of workshops conducted, and evaluation forms. (KC)

ED223516 SO014389

Moore, Colleen

Social Control and the Education of Nineteenth-Century American Women.

Pub Date 4 Nov 82

Note-42p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Nashville, TN, November 4, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Change; *Educational History; Elementary Secondary Education; *Equal Education; Females; Higher Education; *Sex Bias; *Social Bias; United States History; *Womens Education

Identifiers-*Social Control

The expansion of higher education in the 19th century United States to include women both restricted and increased their freedom. Because the industrial revolution and the movement westward limited the availability of men, the "moral guardian" role society prescribed for women was logically extended to teaching. The reason, however, for the inclusion of women in education was based on economy (women teachers were paid less than men) and the shortage of male teachers. Thus, public arguments for women's education were quite different from private considerations. The economic needs that dictated that women would be the principal members of the teaching profession were obscured by pronouncements of women's superior moral and nurturing powers. For the women who realized that lack of education was a barrier to independence and respectability, their involvement in teaching was an important way to justify their own education. With literacy, women gained leverage and began to press for equal social, political, and economic opportunities. (KC)

ED223517 SO014390

Brown, Christine; Sousa, Candy

Our Neighbors North and South: An Interdisciplinary Approach to Teaching about Canada and Mexico.

West Hartford Public Schools, Conn.

Pub Date 2 Apr 82

Note-39p.; Some pages may be marginally legible. Paper presented at the Northeast Conference on the Teaching of Foreign Languages (New York, NY, April 1-4, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Area Studies; Cultural Awareness; Foreign Countries; French; Grade 6; *Interdisciplinary Approach; Intermediate Grades; Learning Activities; *Mexicans; Resource Materials; *Second Language Instruction; *Social Studies; Spanish; Units of Study

Identifiers-*Canada; *Mexico

Social studies and foreign language teachers can use these two units to teach sixth-grade students about the cultures of Canada and Mexico. The units focus on the traditions, customs, and languages of the two countries. Each unit includes a rationale statement and description, a listing of goals and objectives, learning activities, addresses to write to for information, and a bibliography of print and nonprint resources. In the unit on Canada, which stresses the threat to the nation of the separatist movement, students trace the development of the French language by reading two articles from "National Geographic," learn the Canadian national anthem, make Canadian desserts for a class buffet (recipes are provided), compare U.S. and Canadian holidays, read books and view media, and participate in class discussions to learn about the Canadian government, geography, and culture. In the unit on Mexico, students read and discuss magazine articles, read a legend, describing how Mexico got its name and the origin of its flag, role play illegal immigration, analyze cartoons, learn about Mexican holidays, and make pinatas. Students also learn about Mexico's history, traditions, and culture through readings and media. (RM)

ED223518 SO014397

Hantula, James

Basic Social Studies Skills.

University of Northern Iowa, Cedar Falls. Malcolm Price Lab. School.
Pub Date 82
Note-74p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Basic Skills; Check Lists; *Content Area Reading; *Critical Thinking; Geography Instruction; History Instruction; Junior High Schools; Learning Activities; Map Skills; *Skill Development; *Social Studies; Tests; Time Perspective

Twenty successfully field tested learning activities are designed to help junior high school students develop skills in reading social studies materials, critical thinking, geography, and history. Each self-contained activity includes background information, examples, and student exercises. Activities for improving content readings focus on key words, sexist words, social studies terms, important facts, and who, what, where, when, how, and why questions. To develop critical thinking skills, students complete exercises using flow charts, objective questions to ask for specific information, ratings, and sources of information concerning the achievements of significant persons. Activities to develop skills in interpreting maps and globes focus on map directions and keys, places in the news, places which share physical features in common, and places where important events occurred. Students develop skill in understanding time and chronology by learning to discriminate myths from facts, to recognize the importance of dates, to distinguish primary and secondary sources, to read time lines, and to analyze current events. A checklist of social studies skills and a skills test are included. (RM)

ED223519 SO014399

Reviews of National Policies for Education: Greece.

Organisation for Economic Cooperation and Development, Paris (France).

Report No-ISBN-92-64-12334-2
Pub Date 82
Note-122p.
Available from-OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, DC 20006 ($9.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Comparative Education; Curriculum; Early Childhood Education; *Educational Change; Educational Finance; *Educational Policy; *Educational Practices; Elementary Secondary Education; Foreign Countries; Higher Education; Teaching Methods; Technical Education; Vocational Education
Identifiers-*Greece

Examiners from the Organisation for Economic Cooperation and Development were asked by Greek education authorities, seeking criticism and the assurance that they were on the right road for Greece compared with other countries and running in the right direction, to consider education policies in Greece as they appeared in 1979, a year of many reforms. Part 1 contains the "Examiners' Report." The examiners pinpointed several issues that they considered critically important. They were anxious to know, for example, to what extent K-12 curricula and teaching methods had been modified with the advent of 9 years of compulsory schooling. They raised questions about the efficiency and equity of the selection system. They wanted to know the reasons for creating two types of upper secondary education school and whether the technical vocational type is suitably equipped to challenge comparison with the general education type. They inquired whether the financial and material resources made available were sufficient to make the reforms effective. Part 2 provides the Greek delegation's answers to the examiners' questions. Part 3 contains a summary of the background report prepared for the examiners by the Greek Ministry of Education, describing the education system before and after reforms. (RM)

ED223520 SO014400

Cassen, Robert, Ed.; Wolfson, Margaret, Ed.

Planning for Growing Populations.

Organisation for Economic Cooperation and Development, Paris (France). Development Centre.

Report No-ISBN-92-64-11830-6

Pub Date 78

Note-229p.

Available from-OECD Publications Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, DC 20006 ($11.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Developing Nations; Educational Needs; Employment Services; Food; Health Needs; Health Services; Housing Needs; *Human Services; Labor Needs; Medical Services; *Needs; Nutrition; *Population Growth; *Quality of Life; *Social Planning; Social Services

The basic needs and services that the vast masses of the population in developing countries must have to improve their quality of life are examined. Chapter 1 of nine chapters discusses implications of rapid population growth for social and economic planning. Rapid population growth in the developing countries is discussed in chapter 2. Food requirements, the problems of supply and distribution, and nutritional levels are examined in chapter 3 and action programs are analyzed. The fourth chapter on health points out three basic defects in health planning: a neglect of non-medical aspects of health; an excessive concentration on curative medicine; and within curative services, a socially and geographically selective bias. In regard to housing, the focus of chapter 5, there is a need for low-cost and self-help housing. The current dissatisfaction with education, dealt with in chapters 6 and 7, is not the inadequacy of the resources but with how they are used. Employment is dealt with in the last two chapters. Discussed is the need to redistribute employment opportunities, incomes, and assets in favor of the rural poor. (RM)

Spaceship Earth. Social Studies Interim Grade Guide for Grade Seven.
Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.
Report No-ISBN-0-86497-088-9
Pub Date 82
Note-64p.; Some pages may be marginally legible due to bleeding through of print type.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Cultural Awareness; Curriculum Guides; Ecology; Educational Objectives; *Global Approach; Grade 7; Junior High Schools; Learning Activities; Natural Resources; Physical Geography; Population Trends; Resource Materials; *Social Studies; Teaching Methods; Units of Study

Seventh graders in Manitoba will gain a better understanding of the highly interdependent and interconnected world in which they live when they complete these supplementary units of study. Units and subtopics are: (1) Planet Earth--how it resembles a spaceship, its relationship to the universe and to the solar system, and how its motions and structure cause it to change; (2) Physical Environment and Its Resources--major landforms and resources; (3) Diversity of Human Life on Earth--racial and cultural patterns, population patterns; (4) Patterns and People Around the World--selected countries from the developed and developing nations; and (5) Ecological System of the Earth--human threats. Each unit subtopic includes objectives, teaching strategies, learning activities, and discussion questions. Activities involve students in reading and discussing textbook selections, preparing bulletin boards, making collages, constructing time lines, viewing films and filmstrips, conducting research, and making oral and written reports. An annotated listing of teacher and student print and nonprint resources for each unit is included. (RM)

ED223522 SO014414

People Through the Ages. Social Studies Interim Grade Guide for Grade Eight.

Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.

Report No-ISBN-0-86497-089-7
Pub Date 82
Note-66p.; Some pages may be marginally legible due to bleeding through of print type.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Ancient History; Communism; Curriculum Guides; Developed Nations; Developing Nations; Educational Objectives; European History; Global Approach; Grade 8; *History Instruction; Junior High Schools; Learning Activities; Modern History; Resource Materials; *Social Studies; Teaching Methods; Units of Study; *Western Civilization; *World History
Identifiers-Reformation (Historical Period); Renaissance

Supplementary units of study help eighth graders in Manitoba explore the ways people lived within selected societies of the past and realize that life today is closely related to developments which have occurred through the ages. Units and subtopics are: (1) Life during Prehistoric and Early Historic Times--prehistoric times, life in early river valleys; (2) Ancient Civilizations--Greek, Roman, Mayan, Inca, Aztec, African, Indian, Chinese; (3) Life in Early Modern Europe--feudal society, Renaissance, Reformation; (4) Life in the Modern World--Western industrial society, communist country, developing nations. Each unit subtopic contains objectives, teaching strategies, learning activities, and discussion questions. Students interpret photographs, do special research projects, prepare time lines, prepare a newspaper from an early river civilization, read and discuss textbook selections, and view media. An annotated listing of teacher and student print and nonprint resources for each unit is included. (RM)

ED223523 SO014415

Canadian Studies. Social Studies Interim Grade Guide for Grade Nine.
Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.
Report No-ISBN-0-86497-090-0
Pub Date 82
Note-79p.; Some pages may be marginally legible due to bleeding through of print type.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Area Studies; Cultural Pluralism; Curriculum Guides; Developing Nations; Educational Objectives; Ethnic Groups; Foreign Countries; Futures (of Society); Grade 9; Junior High Schools; Learning Activities; Physical Geography; Resource Materials; *Social Studies; Teaching Methods; Units of Study
Identifiers-*Canada; *Canadian Studies

Ninth-grade students in Manitoba will gain a greater understanding of the society in which they live, their roles within that society, and the role of Canada within the world by completing these supplementary units of study. Topics and subtopics are: (1) Canada's Physical Environment--an overview of Canada, forces challenging Canada's survival as a nation; (2) Canadian Identity--who is a Canadian, the multicultural nature of the Canadian society; (3) Canadian Society--political, legal, and economic processes, technology; (4) Canada and the World--Canadian interdependence, relationship to the third world; and (5) Canada in the Future. Provided for each unit subtopic are objectives, teaching strategies, learning activities, and discussion questions. Students give class reports, plan and develop a "Canadian Identity" project, read and discuss excerpts from books, research the Canadian legal system, write letters and essays, and take field trips. An annotated listing of teacher and student print and nonprint resources for each unit is included. (RM)

ED223524 SO014416

Voter Education Lesson Plans.

Institute for Political/Legal Education, Sewell, NJ.
Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.
Pub Date 74
Note-28p.; Best copy available.
Available from-Institute for Political and Legal Education, 207 Delsea Drive, RD 4, Box 209, Sewell, NJ 08080 ($1.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Citizenship Education; *Citizenship Responsibility; *Elections; High Schools; Learning Activities; Legal Education; Lesson Plans; *Political Issues; Political Science; Social Studies; *Student Participation; Units of Study; Validated Programs; *Voting

Twelve lesson plans form a unit on voter education for high school students. Objectives for the unit are that students will register and vote in upcoming elections, participate in election campaigns, and increase their knowledge of the political system. Topics of the lesson plans, which are designed to cover a 12-week period, include the following: candidates and issues; political party structure; political decision making; voter behavior, rights, and procedures; simulated elections; campaign involvement; and the importance of voting. Students role-play city council members and legislators, examine special interests of organized groups, establish an election information and issue analysis center, research the media's role in elections, and examine how party platforms evolve and compromises are made. Students also research the nominating procedures for national political parties, election laws, and national and local election results. Each lesson plan provides objectives, activities, discussion questions, and resources. (KC)

ED223525 SO014417

Local Government: A Curriculum Guide.

Institute for Political/Legal Education, Sewell, NJ.

Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.

Pub Date 75

Note-18p.

Available from-Institute for Political and Legal Education, 207 Delsea Drive, RD 4, Box 209, Sewell, NJ 08080 ($0.75).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Citizenship Education; *City Government; *Community Problems; *Government Role; High Schools; Learning Activities; Legal Education; *Local Issues; Political Science; Social Studies; *Student Projects; Units of Study; Validated Programs

Appropriate for high school students, four units focus on the role, problems, and functions of city government. Designed to be covered in 5 to 6 weeks, the units involve students in interviewing city council members, listing community needs, inviting local officials as guest speakers, and examining problems resulting from the structure, limited authority, and routine operations of local government. Discussions focus on physical and fiscal community planning and the need for long-range planning. Active research includes examination of committee meeting minutes and official records. Each unit lists general concepts, objectives, activities, resources, and recommended evaluation procedures. (KC)

ED223526 SO014418

County Government: A Curriculum Guide.

Institute for Political/Legal Education, Sewell, NJ.
Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.
Pub Date 75
Note-20p.
Available from-Institute for Political and Legal Education, 207 Delsea Drive, RD 4, Box 209, Sewell, NJ 08080 ($0.75).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Budgeting; Citizenship Education; *County Officials; *Government Role; High Schools; Learning Activities; *Local Government; *Local Issues; Political Science; Simulation; Social Studies; Units of Study; Validated Programs
Identifiers-*Counties

High school students examine the structure, function, services, finances, politics, and budgeting of county governments provided in this unit containing five lesson plans. Students interview all available county officials to obtain the widest viewpoint possible on the structure and function of county government, then rank the functions as most and least necessary. They also identify which municipalities are controlled by which political parties and discuss how county government is affected by the two-party system. Detailed instructions for a simulation game on county budgeting outlines commissioner and official roles for negotiating a budget. Each lesson plan lists objectives, discussion questions, activities, and resources. (KC)

ED223527 SO014419

What You Should Know about County & State Government.

Institute for Political/Legal Education, Sewell, NJ.

Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.

Pub Date 75

Note-11p.

Available from-Institute for Political and Legal Education, 207 Delsea Drive, RD 4, Box 209, Sewell, NJ 08080 ($0.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Citizenship Education; *Government Role; High Schools; Legal Education; *Local Government; *Local Issues; Political Science; Social Studies; *State Agencies; *State Courts; *State Government; Student Projects

Identifiers-*Counties

A series of questions for high school students to use in interviewing or researching county and state governments are presented. Questions concerning county government are grouped into five categories: governing, administrative agencies, fiscal affairs, planning and zoning, and issues. Students investigate salaries, powers, and duties of officials; how the budget is determined; the extent of the planning board's authority; functions of county health agencies; and crime rates and pollution. Questions about state government are grouped into four categories: executive, executive departments, judicial, and legislative. Students examine functions of the governor and lieutenant governor, the organization and management of state departments, the court system, the role of the public defender, and the power of the state legislature. (KC)

ED223528 SO014420

Election Information/Issues Analysis Center.

Institute for Political/Legal Education, Sewell, NJ.

Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.

Pub Date 74

Note-18p.

Available from-Institute for Political and Legal Education, 207 Delsea Drive, RD 4, Box 209, Sewell, NJ 08080 ($0.75).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Citizenship Education; Elections; Experiential Learning; High Schools; *Information Centers; *Political Issues; Political Science; Social Studies; *Student Participation; *Student Projects; Validated Programs; *Voting

Procedures for establishing a student-run election information and issue analysis center at the high school level are presented. The purpose of the election information center is to provide the student population with an awareness of candidate's views and to coordinate volunteer activities of students in a campaign. Student personnel include a director, three committee chairmen (for contact, coordinating, and communication committees), and committee members. The contact committee compiles a list of candidates and locates groups interested in student volunteers. The coordinating committee matches student volunteers with requests from local political candidates and organizations, and recruits student volunteers. The communication committee compiles candidate information folders and maintains a chart of candidate's positions on major issues. The issue analysis center provides information on the evolution of issues during the course of a campaign. A bulletin board charts potential and established issues and their effect on the campaign. The maintenance of the bulletin board is supplemented by independent study, discussion panels, and student-conducted surveys. Appendices include a candidate questionnaire and election profile form. (KC)

ED223529 S0014421

Community Research Techniques - How & Why?

Institute for Political/Legal Education, Sewell, NJ.
Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.
Pub Date 74
Note-50p.; Some pages may not reproduce well due to marginal legibility. Best copy available.
Available from-Institute for Political and Legal Education, 207 Delsea Drive, RD 4, Box 209, Sewell, NJ 08080 ($1.75).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Citizenship Education; *Community Attitudes; *Community Study; Community Surveys; Experiential Learning; High Schools; *Political Issues; Political Science; *Research Design; *Research Methodology; Social Studies; *Student Research

Appropriate for high school students, a research project to ascertain community needs and problems is outlined. Suggestions for research include areas of economic structure, government, education, and housing.

Students are introduced to methods of data gathering (observation, questioning, and use of existing data) and to sources of data such as census tracts, Chamber of Commerce, League of Women Voters, and social science agencies. A discussion of random samples, systematic samples, and data interpretation is also provided. Questionnaires included in the document focus on research design, police/community relations, housing, and public opinion. The guide also describes polling procedures used in a New Jersey high school. (KC)

ED223530 SO014422

Lobbying Game: A Simulation.
Institute for Political/Legal Education, Sewell, NJ.
Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.
Pub Date 75
Note-25p.
Available from-Institute for Political and Legal Education, 207 Delsea Drive, RD 4, Box 209, Sewell, NJ 08080 ($1.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Citizenship Education; *Federal Government; High Schools; Learning Activities; *Legislation; *Lobbying; Political Science; Role Playing; *Simulation; Social Studies; *State Government

Methods for preparing and conducting a simulation game that teaches the practical aspects of lobbying to high school students are provided. A prerequisite to the game is that students have learned the theoretical concepts of lobbying. "Lobbying" can be played in three class sessions if materials are distributed and roles assigned before the first session. Roles include 12 members of Congress, their aides, 10 lobbyists, a presidential liaison, the House chaplain, and the Speaker of the House. Lobbyists are informed of their special interests and of how much money they have at their disposal. Legislators are provided with their personal and constituency backgrounds and special interests. The game centers around a list of bills to be introduced and the influence of lobbyists in directing the order of introduction. Reproducible materials and forms are included. (KC)

ED223531 SO014423

A Guide to Lobbying.

Institute for Political/Legal Education, Sewell, NJ.

Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.

Pub Date 75

Note-30p.; Some pages may not reproduce well due to light print type of original document. Best copy available.

Available from-Institute for Political and Legal Education, 207 Delsea Drive, RD 4, Box 209, Sewell, NJ 08080 ($1.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Citizenship Education; *Federal Government; High Schools; Learning Activities; *Legislation; *Lobbying, Political Science; Role Playing; Social Studies; *State Government; *Student Projects; Validated Programs

High school students are introduced to concepts and practices of pressure groups and lobbying through role playing and through participating in lobbying efforts at the state level. Information on effective lobbying, regulation of lobbyists, and the legislative process is provided. Students are encouraged to learn lobbying techniques by engaging in a lobbying activity, for example, working toward a lower age limitation for candidates for the state legislature. Topics include researching the issue, meeting with and writing to legislators, seeking executive support, and establishing positive relations with the press. A role playing exercise focuses on telephone lobbying for more money to local school districts. A glossary and information on keeping informed on the progress of legislation conclude the document. (KC)

ED223532 SO014424

Political Education Assembly.

Institute for Political/Legal Education, Sewell, NJ.

Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.

Pub Date 75

Note-12p.

Available from-Institute for Political and Legal Education, 207 Delsea Drive, RD 4, Box 209, Sewell, NJ 08080 ($0.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Assembly Programs; Citizenship Education; *Elections; High Schools; *Political Issues; Political Science; Social Studies; Student Participation; *Voting

Procedures for organizing political education assemblies which present high school students with both sides of political issues, credentials of candidates, and an understanding of the U.S. political system are described. The assemblies provide non-partisan or bi-partisan information for students to make logical, responsible decisions. Information for three types of assemblies--informational, motivational, and debate--is included. Informational assemblies deal with the mechanics of voting, political issues, and candidates and may be presented by use of filmstrips, slide shows, fact sheets, and oral presentations. A motivational assembly is designed to initiate action by students such as registering or voting. A debate assembly provides students with exposure to and evaluation of political candidates and issues. Criteria for planning an assembly, choosing the right type of

assembly, selecting the audience, and scheduling the assembly are included. (KC)

ED223533 SO014425

Hello! Are You Registered?
Institute for Political/Legal Education, Sewell, NJ.
Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.
Pub Date 74
Note-19p.; For a related document, see SO 014 426.
Available from-Institute for Political and Legal Education, 207 Delsea Drive, RD 4, Box 209, Sewell, NJ 08080 ($0.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Citizenship Education; *Community Surveys; Experiential Learning; High Schools; Political Science; Social Studies; *Student Projects; Validated Programs; *Voter Registration

Organizational procedures and appropriate forms for high school students to conduct a community survey of non-registered voters are provided. Duties for student coordinator, field staff, and clerical staff are described and a flow chart depicts the relationship of personnel to one another and to the community. Students are instructed to notify people in the district by postcard prior to the survey, distribute press releases, contact local officials, and provide a list of canvassers to the police department. They are also advised about proper procedures in conducting the survey. Instructions for clerical personnel include compiling names of unregistered voters and names of persons requesting notices of registration time and places. Sample postcard forms and canvass sheets are included. (KC)

ED223534 SO014426

Voter Registration and Canvassing.

Institute for Political/Legal Education, Sewell, NJ.
Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.
Pub Date 74
Note-34p.; For a related document, see SO 014 425.
Available from-Institute for Political and Legal Education, 207 Delsea Drive, RD 4, Box 209, Sewell, NJ 08080 ($1.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Citizenship Education; *Community Surveys; Experiential Learning; High Schools; Political Science; Social Studies; *Student Projects; Validated Programs; *Voter Registration

Detailed procedures for community voter registration surveys to be conducted by high school students are presented. Methods for organizational structure, selection of canvassing districts, conducting the survey, processing the data, and initiating a registration drive are outlined. Student personnel include a general coordinator, a field staff to conduct surveys, a field staff coordinator, a clerical staff to process the data, and a clerical staff coordinator. Steps for selection of the survey district are to obtain voter district maps and decide upon the survey district by means of a checklist. Guidelines for the survey itself suggest methods for public notification, proper behavior, and record keeping. Directions for conducting a registration drive or securing registration sites are presented as an option after statistics on non-registered voters have been compiled. Sample forms include a master voter registration worksheet, postcard, and worksheet of voters requesting a change of address card. A list of helpful community organizations concludes the document. (KC)

ED223535 SO014427

Student Simulated Election.
Institute for Political/Legal Education, Sewell, NJ.
Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.
Pub Date 75
Note-21p.
Available from-Institute for Political and Legal Education, 207 Delsea Drive, RD 4, Box 209, Sewell, NJ 08080 ($0.75).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Citizenship Education; *Elections; High Schools; *Local Government; Political Science; *Simulation; Social Studies; *State Government; Student Projects; Validated Programs; *Voter Registration; *Voting

Guidelines for a school-wide simulated election on the state, county, or local level to be conducted by high school social studies or political science classes are provided. The objective is to prepare students for observation of and participation in a real political campaign in the community. Details for the election, establishing political parties, nominations, the campaign, assemblies, party committees, election day activities, and coordinating the program are outlined. Students decide how many and which offices will appear on the ballot and create selection, platform, publicity, campaign, and registration committees within each party. An optional finance committee establishes campaign "fees" and monitors campaign spending. Appendices include a sample registration form, petition for office, political party platform, and press release. (KC)

Political Campaign Techniques.

Institute for Political/Legal Education, Sewell, NJ.

Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.

Pub Date 74
Note-20p.
Available from-Institute for Political and Legal Education, 207 Delsea Drive, RD 4, Box 209, Sewell, NJ 08080 ($0.75).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Citizenship Education; *Elections; High Schools; Political Science; *Publicity; *Public Relations; Social Studies; *Student Participation; *Student Volunteers; Validated Programs

Techniques, materials, and coordinating efforts used in a political campaign are outlined for high school students. The objective is to familiarize students with these techniques so that they can become effective campaign volunteers. Topics include the candidate and the press, campaign publicity materials, organization of headquarters, receptions, the telephone campaign, and contact groups. Students are instructed about avoiding a hostile press, writing press releases, striving for media coverage, and designing materials such as leaflets, bumper stickers, and lawn signs. Instruction for the physical preparation of headquarters and staff training requirements are also included. Telephone strategies involve timing, securing the proper party, and conducting conversations. The document concludes with a list of helpful community groups. (KC)

ED223537 SO014429

High School Voter Registration.
Institute for Political/Legal Education, Sewell, NJ.
Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.
Pub Date 75
Note-49p.
Available from-Institute for Political and Legal Education, 207 Delsea Drive, RD 4, Box 209, Sewell, NJ 08080 ($1.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Citizenship Education; *Elections; Experiential Learning; High Schools; *High School Students; Political Science; Social Studies; *Student Participation; *Student Volunteers; Validated Programs; *Voter Registration

Methods for conducting peer voter registration of high school students cover establishing a permanent voter registration committee and identifying and registering eligible students. The permanent voter registration committee, made up of student body representatives, class representatives, and selected teachers, guarantees comprehensive registration of students. Ad hoc committees include research, publicity, finance, and advisory organizations. Methods for identifying eligible voters involve distributing student questionnaires and maintaining up-to-date files. Three registration procedures are on-site registration during school hours, transportation of students to registration sites during school hours, or transporting students to be registered after school hours. Additional information on student poll watchers, working with the board of elections, statutes concerning voter eligibility, absentee ballots, and a voter registration campaign calendar are provided. Sample forms include yearly political facts, community voter identification, voter registration, candidate questionnaire, election profile, community organizations, voting district chairmen, and a volunteer list. (KC)

ED223538 SP020233

Profiles: Programs & Products. Numbers 1-14, September-November 1981.
Northwest Regional Educational Lab., Portland, Oreg.
Pub Date 81
Note-43p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administration; Classroom Techniques; *Competency Based Education; Continuous Progress Plan; *Curriculum Design; *Educational Innovation; *Educational Objectives; Elementary Secondary Education; Flexible Scheduling; Individualized Instruction; *Program Development; *Program Effectiveness; School Organization; Student Centered Curriculum; Student Needs; Writing Instruction

Profiles of 14 educational programs and products are presented which focus on competency- and goal-based education. Each report contains a description of the background, goals, and methods of the program or product, as well as the address of a contact person. The programs described are: (1) Project Write, designed to improve composition skills of sixth, seventh, and eighth grade students (Washington); (2) a guided individualized approach used in Hood River Valley High School (Oregon) which allows flexibility in moving through and between courses; (3) Whitney Community Learning Center's use of competency-based curriculum in a college preparatory high school (California); (4) a system-wide competency-based curriculum effort in the District of Columbia; (5) a plan used by Modesto (California) public schools to improve classroom discipline and raise student achievement levels; (6) required competencies at Newport-Mesa Unified School District (California); (7) a modularized curriculum program at Bishop Carroll High School (Calgary, Alberta), characterized by a continuous learning approach; (8) a basic skills mastery learning project, Secondary Curriculum Improvement Project (SCIP), in Louisiana; and (9) continuous progress and individualized instruction at Chalmette High School (Louisiana). The products are: (1) guides for the Long-Range Planning for School Improvement Series (LRPSI) used by the Pennsylvania Department of Education; (2) "Competency-Based Education: Beyond Minimum Competency Testing," a publication developed by the Northwest Regional Educational Laboratory (Oregon); (3) a document describing the goal-based assessment program used in Parkrose School District (Oregon); (4) Wisconsin Program for the Renewal and Improvement of Secondary Education (WRISE); and (5) the Clearinghouse for Applied Performance Testing's "Captrends" newsletter (Oregon). (FG)

Wood, Karlyn E.

Reading Attitudes of Prospective Teachers.

Pub Date [78]
Note-14p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Early Experience; Educational Research; *Education Majors; Higher Education; *Oral Reading; Preservice Teacher Education; *Reading Attitudes; Reading Instruction; *Student Attitudes; Teacher Background

An informal survey examined education students' recollections about learning to read to gain insights about their reading attitudes. It was anticipated that, as a result of the study, subsequent courses education majors would take in reading instruction and/or in their field experiences might need to be modified. The survey was conducted over a three-semester period with students who had attended a seminar on reading instruction during which they responded in writing to the question, "What do you recall about learning to read?" Responses were analyzed for attitudes toward reading and were assigned to one of three attitudinal categories: positive, negative, or neutral recollections about reading. Neutral recollections formed the largest category in the survey; positive and negative attitudes were almost evenly divided. Most of the positive recollections dealt with personal enjoyment of reading, while there were several negative recollections about oral reading in school. Study results suggest that, without course work which would stress the positive, appropriate, and practical use of oral reading in the classroom, prospective teachers may shy away from having students read orally. Responses also indicate that the pleasure that reading can offer ought to be reinforced along with methods and skills in all courses in reading instruction. (JD)

ED223540 SP021092

The Scottish Council for Research in Education: Fifty-Fourth Annual Report 1981-82.

Scottish Council for Research in Education.

Pub Date 82

Note-65p.

Available from-Scottish Council for Research in Education, 15 St. John Street, Edinburgh, EH8 8JR (free).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Career Choice; *Curriculum Development; Educational Research; Elementary Secondary Education; Exceptional Persons; Foreign Countries; Higher Education; Information Dissemination; Mathematics Instruction; Primary Education; *Program Development; Program Evaluation; Reading Comprehension; *Research Projects; School Community Relationship; Teaching Methods; Writing Instruction

Identifiers-*Scottish Council for Research in Education

Reports are given on the current status of research projects sponsored by the Scottish Council for Research in Education: (1) teaching strategies in the primary school; (2) awareness of career opportunity; (3) Second International Mathematics Survey; (4) diagnostic assessment in secondary schools; (5) social construction of teachers' careers; (6) writing instruction; (7) teaching writing for learning; (8) student choice in higher national diploma courses; (9) corporal punishment and alternative sanctions in schools; (10) open-plan and other areas in secondary schools; (11) perceptions of the content and function of school-based assessment; (12) Pakistan primary education project; (13) evaluation of the Craigroyston curriculum project; (14) community schools in the Lothian region; (15) a study of young adults in Scotland; (16) further education for the handicapped; (17) evaluation of a local authority assessment initiative; (18) replication of a 1970 study on achievement in science and reading comprehension; (19) replication of a 1978 primary school survey of achievement in mathematics and reading; (20) an evaluation of the links established between primary schools and nonformal education agencies; (21) commentary on the primary teaching practice project; (22) further education colleges and changing student needs; (23) St. Andrew's College: a study of amalgamation; (24) 1983 mathematics assessment; (25) Scottish museums of education; and (26) research service unit. A paper included in this report presents an overview of observed beneficial side-effects resulting from research projects over a five-decade period. A list of research studies relating to education presented for postgraduate degrees and diplomas in Scottish universities in 1981 is also included along with accounts of committee meetings, financial status, and the council's work with other organizations. (JD)

ED223541 SP021119

McLendon, Gloria H.

Exploring the Research concerning Left Hemisphere/Right Hemisphere Cognitive Processes and Examining One Instructional Technique Which May Be Implemented across the Curriculum to Produce Holistic Thinkers.

Pub Date [82]

Note-35p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cerebral Dominance; Cognitive Processes; Convergent Thinking; *Creative Dramatics; *Creative Thinking; Divergent Thinking; Dramatic Play; Evaluative Thinking; *Holistic Approach; Imagination; Memory; *Neurological Organization; Psychological Patterns; *Teaching Methods; Verbal Learning

Current writings on the functions of the left and right hemispheres of the brain are examined, focusing upon possible implications for improving present educational techniques. It has been generally accepted by researchers that the organizational and verbalizing processes are functions of the left cerebral hemisphere, while creative and intuitive processes are functions of the right. Because of the value placed on verbalization, planning, ordering of facts, and numerical calculations, the American school system provides education almost totally devoted to developing the verbal and rational left brain hemisphere. With the exception of a few elective courses, the intuitive and creative right hemisphere is unrecognized in the school curriculum and goes largely untaught. It is widely agreed, however, that solving complex problems in changing circumstances requires the activity of both cerebral hemispheres working together. Creative dramatics offers an experience in holistic learning--using both cerebral hemispheres and, hence, the whole brain. Creative dramatics techniques may be used to teach almost any subject that requires the organization of ideas or the reinforcement of specific mechanical, sequencing, and imagery skills. The phases of creativity employed in creative dramatics are outlined in this paper, and ascending levels of creativity are described. (JD)

ED223542 SP021150

Burchby, Marcia; And Others
Parent-Teacher Relations: A Self-Help Guide to Improved Communications.
Pub Date [82]
Note-52p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Class Activities; *Communication Skills; Elementary Secondary Education; Interpersonal Communication; Parent Attitudes; *Parent Participation; Parent School Relationship; *Parent Teacher Conferences; *Parent Teacher Cooperation; *Teacher Behavior

This guide, written by Marcia Burchby, Ralph Martin, and George Wood, for improving relations between teachers and parents emphasizes that the onus of bringing about better relations and clearer lines of communication falls upon the teacher. In the first part, six key questions offer guidelines for introspective examination on the part of the teacher. These concern not only the teacher's evaluation of current methods of communications with parents but also reflections on the feelings and attitudes of parents and the general attitude of the school administration toward parent-school relationships. Several findings from the 1982 "14th Annual Gallup Poll of the Public's Attitudes toward the Public Schools" are presented as an aid for clarifying this evaluative thinking. The second section contains suggestions for improved communications: (1) building a year-long plan; (2) helpful hints for successful parent conferences; (3) communication samples; (4) things to send home besides homework; (5) communicating via a student notebook; and (6) writing communications carefully with proper grammar and spelling. Teachers' ideas and comments are included, as well as a bibliography on parent teacher communications. (JD)

ED223543 SP021180

Young, Michael; Roth, Rod

Attitudes of School Officials toward Sex Education Programs: A Discriminant Analysis.

Pub Date [82]

Note-15p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Attitudes; Community Attitudes; *Community Support; *Early Parenthood; Elementary Secondary Education; Family Life Education; Pregnant Students; Public Schools; *Sex Education; *Superintendents

Identifiers-*Arkansas

A survey questionnaire sent to 371 public school superintendents in Arkansas sought to identify schools offering a program of family life/sex education. An attempt was also made to determine if schools which offered such programs could be distinguished from those that did not, based on responses of school officials to a set of attitudinal statements. The questionnaire achieved a 37 percent response rate (137 usable responses), and there was some doubt about the identity of the respondents (not necessarily superintendents). A map presents a profile of Arkansas, identifying school districts with schools reporting no program in sex education, those reporting at least some type of program, and counties with no schools reporting any type of sex education program. Numbers on the map indicate counties reporting the highest rate of teenage pregnancy. Some correlation was noted between lowered incidence of teenage pregnancy in some counties recently implementing sex education programs. Previous studies on the subject have indicated that one of the major barriers to initiation of family life/sex education programs is the presumed lack of public support. Findings have revealed, however, that a majority of parents and the general public do support such programs. It was noted in this study that, though Arkansas has an extremely high rate of adolescent pregnancy, less than one-third of the respondents indicated that any type of sex education was offered in their school system. Most of the respondents indicated personal support for sex education programs, with perceived lack of community support a major barrier to implementing them. (JD)

ED223544 SP021238

Foster, Herbert L.

Preventing Distress and Burnout--A Project That Worked: The New Teacher and Teacher Aide Project.

Pub Date Dec 82

Note-13p.

Available from-Institute on Classroom Management and School Discipline, Room 17 Baldy Hall, SUNY/Buffalo, Amherst, NY 14260 ($2.00).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Aggression; *Beginning Teachers; *Crisis Intervention; Desensitization; Discipline; Inservice Teacher Education; Parent School Relationship; Personality Problems; Prevention; Problem Solving; Secondary Education; *Secondary School Teachers; Student Teacher Relationship; Teacher Administrator Relationship; *Teacher Aides; Teacher Attitudes; Teacher Burnout; *Teacher Orientation; *Urban Education

Identifiers-*New Teacher and Teacher Aide Project

The New Teacher and Teacher Aide Project, a joint venture of the Faculty of Educational Studies, State University of New York at Buffalo and the Buffalo Public Schools, was designed to help new secondary teachers of disadvantaged youth in an inner-city school system. The project had four components: (1) a pre-program orientation; (2) small group meetings; (3) a crisis service; and (4) topical workshops and meetings. Orientation, prior to the opening of school, consisted of panel discussions involving students, parents and principals, and second-year teachers and a session devoted to helping new teachers plan their first week of school as well as desensitizing them to student behavior problems and improving their ability to communicate with the inner-city student body. Small group discussions were problem centered and dealt with the teachers' concerns. Personality problems and specific classroom problems were discussed, and attempts were made to help participants deal with personal feelings and attitudes that might influence or interfere with classroom procedures. Discussions centered on the issues of: (1) problems with discipline; (2) dependency, anxiety, and sexuality in children; (3) problems in teachers' handling of their feelings of hostility; (4) discouragement over working in a difficult situation; (5) racial feelings; (6) problems with the school's administrative hierarchy; (7) problems in obtaining help of school psychologists and social workers; and (8) problems relating to parents and older teachers. An ongoing crises service was established to enable teachers to call upon staff members about personal or professional concerns any time of the day or night. Topical meetings and workshops were built around areas of stress that appeared to be paramount among the staff. Two workshops were organized dealing with aggression and violence in the school and drug problems. (JD)

ED223545 SP021250

Smith, Richard B.; Reyes, Donald J.

Implementing Affective Objectives in Curriculum and Instruction.

Pub Date [Nov 82]

Note-12p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affective Objectives; Behavior Change; *Behavior Modification; Curriculum Development; Elementary Secondary Education; Human Dignity; *Humanistic Education; Individual Characteristics; *Positive Reinforcement; Self Concept; Self Esteem; Student Behavior; *Teaching Methods

Processes by which teachers may identify behavioral objectives for their students and bring about changes in attitudes and values are examined. An example is presented of the general affective goals of helping students to develop positive self-concepts, appreciate the dignity and worth of others, and value democratic attitudes. It is pointed out that such general objectives should be reduced to specific affective objectives before they can become objects of instruction. The process of examining the characteristics and actions of individuals who possess the desired attitudes and values is described. The teachers' task of designing learning experiences for the attainment and reinforcement of those specified behaviors in students is noted. A discussion is offered on ways in which teachers can evaluate the progress of their students in achieving the selected affective goals. (JD)

ED223546 SP021263

Bromme, Rainer

How to Analyze Routines in Teachers' Thinking Processes during Lesson Planning.

Pub Date Mar 82

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982). Fading ink may cause some pages to reproduce poorly.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Techniques; *Cognitive Processes; Curriculum Development; Decision Making; *Educational Planning; Elementary Secondary Education; *Lesson Plans; *Problem Solving; *Teacher Behavior; Teaching Experience; Teaching Methods

A justification for the study of teachers' routines, as they affect the preparation of lesson plans, prefaces this paper on teachers' thought processes during lesson planning. In focusing on the importance of research into teachers' routines, it is pointed out that lesson preparation and classroom routines permit teachers to direct attention to special difficulties encountered by students. It is noted that routines also provide clues to teachers' information processing methods and to teachers' ways of solving problems. The nature of routine activities and the sequential steps followed by teachers in making lesson plans and classroom decisions are considered along with psychological studies in this area. A report is presented of a study of teachers' perceptions of their lesson planning and routine planning activities. Questions addressed involved: (1) classroom issues or problems that teachers treat in the classroom and that do not require planning; (2) classroom issues or problems that are factually treated or at least mentioned during lesson planning; and (3) classroom issues or problems that are considered during lesson planning. In an analysis of the study's results, it is noted that experienced teachers differed from novice teachers in that their knowledge permitted them to predict classroom conditions and execute lesson plans in one step rather than in a series of sequential decisions. (JD)

ED223547 SP021267

Van Patten, James
The Future of American Education.
Pub Date Nov 82
Note-17p.; Paper presented at the American Educational Studies Association Program (Nashville, TN, November 3-6, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Computer Science; Curriculum Development; Educational Change; Educational Needs; Educational Technology; *Educational Trends; Elementary Secondary Education; *Futures (of Society); *Holistic Approach; Human Dignity; *Public Schools; *Quality of Life; *Sociocultural Patterns; Values Education

Throughout the history of education in America, curricula have been expanded to meet individual and societal needs. There has been and will continue to be exploration of issues concerning the future of education. Four issues that have emerged in the 1980's are consumarism, privatism, technology, and quality of life. A "consumer" approach to education could mean that curriculum would change according to popular trends or whims and that public education could become fragmented, aimless, and weak. The growing trends toward censorship and creationism pose new challenges to educators and education. There are attempts to search for and destroy those elements within the public schools that promote the development of free, inquiring minds. However, there is value to be gained from any form of instruction that acquaints students with a moral philosophy and which forces them to think carefully and rigorously about problems. Technology in education, referred to as the silicon era, need not be demeaning, limiting, or dangerous to free will; it can be used to release human energy for the improvement of mankind. Educators are challenged by the need to integrate the microcomputer into a curriculum that meets educational objectives while retaining humanity. Quality of life for students, teachers, and society entails the health and wellness of the individual as essential to a fully, satisfactorily functioning social order. (JD)

ED223548 SP021288

Komulainen, Erkki, Ed.; And Others

Research on Teaching and the Theory and Practice in Teacher Training. DPA Helsinki Investigations IV = Unterrichtsforschung und die Theorie und Praxis in der Lehrerausbildung. Papers presented at an International Symposium (Helsinki, October 2-3, 1980). Research Report 4.

Helsinki Univ., (Finland). Dept. of Teacher Education.
Report No-ISBN-951-45-2658-9
Pub Date 82
Note-156p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Beginning Teachers; Educational Innovation; *Educational Principles; *Educational Research; *Foreign Countries; Higher Education; Intellectual Disciplines; Intermode Differences; Microteaching; Preservice Teacher Education; Relevance (Education); Science Teachers; *Teacher Education Curriculum; *Teaching Methods; *Teaching Skills; Training Methods
Identifiers-East Germany; Finland; Hungary

Eight papers presented at an international symposium on teacher education research are featured in this document. Excerpts from the opening speech by Erkki A. Niskanen, Dean of the Faculty of Education at the University of Helsinki, outline research projects being carried out by teacher educators at the university. A paper by Yrjo Engestrom, Pentti Hakkarainen, and Simo Seppo (Finland) deals with "The Relevance of Materialist Didactic Theory in the Analysis and Development of Instructional Practice." A bibliography of over 100 references, and sample ancient history instructional materials are appended. In "Research on Teaching Activity in Hungary" and "The Methods of Teacher Training in Hungary," Ivan Falus discusses beginning teacher research and the integration of new Western teacher training techniques in Hungary. Two papers, written in German, are: (1) "The Relationship between Theoretical and Practical Training in Teacher Education: Status Discussion," by Albrecht Herrmann (East Germany), cites the importance of learning and knowledge to the preparation of teachers and suggests a model day for teacher education students; and (2) "The Training of Degreed Natural Science Teachers for the Polytechnic "Oberschule" of the German Democratic Republic at Universities and High Schools with an Example of Chemistry Teacher Preparation," by Hans Keune, describes the 10-year program in East Germany to train chemistry teachers. Elements of a successful model for student teaching are outlined in "The Background for Describing the Model," by Hans Jorgen Kristensen (Denmark). Arye Perlberg and Ehud Bar-On (Israel) present "An Evaluation of the Relative Effectiveness of Different Training Systems in Teacher Training," an investigation of microteaching techniques. (FG)

ED223549 SP021289

Call, Vern W.
Getting Started with Parent Involvement Programs.
Pub Date Dec 82
Note-10p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cooperative Planning; Elementary Secondary Education; *Parent School Relationship; *Program Development; Program Effectiveness; *School Activities; School Community Relationship; School Responsibility; *Volunteers; *Volunteer Training

An organized volunteer program for parents and community members can be a valuable form of instructional and administrative support for schools as financial resources decline. The rationale for establishing such a parent/community program should be thoroughly probed, and possible constraints should be identified at the outset. Support from the school board, administration, and faculty, as well as from community groups, should be obtained in advance. A planning and advisory group is necessary to assess needs and set goals and objectives. The volunteers' roles and duties should be clearly defined in order to avoid staff misunderstandings. The school's legal and financial responsibilities should be delineated and understood by all participants. Implementation should consist of a thorough staff orientation and personalized volunteer recruitment, training, and retention methods. Program evaluation, often prepared as part of a funding request, should indicate objectives, criteria, and time frame of measurement. (FG)

ED223550 SP021290

Wolfe, Michael P.

Central Junior High School. Implementing Basic Skills: A Building Plan.

Pub Date May 82

Note-20p.; A few pages in the appendices may not reproduce well.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attendance; *Basic Skills; *Change Strategies; Curriculum Development; Educational Change; *Educational Environment; Inservice Teacher Education; Junior High Schools; *Program Implementation; Program Proposals; *School Activities; School Community Relationship; *School Effectiveness; *School Personnel; School Schedules; Self Esteem; Staff Development; Student Participation

The characteristics of a proposed basic skills instructional program that would involve all staff in a junior high school are described in this report. Basic skills are defined as ideas needed throughout life. Planned for the 1982-83 school year, the program is aimed at creating an environment for effective school change. Activities in seven project areas are listed: (1) school climate; (2) school attendance; (3) rescheduling classes; (4) public relations program; (5) curriculum development and basic skills identification; (6) student self-esteem; and (7) teacher incentives. Appended are a time line that traces each suggested activity throughout the school year and lists of basic skill competencies in communication, reading, math/science, and coping. Teachers' considerations for implementing basic skills instruction are noted, and profiles of the school's staff and pupils are included. (FG)

ED223551 SP021292

Straussner, Joel H.

Problem Solving Style, Teacher Classroom Behavior and the Expectancy Phenomenon.

Pub Date 26 Aug 82

Note-32p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 26, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Classroom Techniques; Elementary Education; *Expectation; *Problem Solving; *Schemata (Cognition); Student Teacher Relationship; Teacher Attitudes; Teacher Behavior; *Teacher Characteristics; Teacher Influence; *Teacher Response

A study investigated the relationship among teacher problem solving style, classroom behaviors, and susceptibility to the expectancy phenomenon (the possibility that pupil classroom performance can be influenced by a teacher's attitudes, beliefs, and actions). Based on Elkind's conceptual shift experiments (1966), 12 elementary school teachers were asked to discover a relationship between 12 pairs of words and pictures. Teachers were also asked to record characteristics looked for in successful students and to rank students by these criteria. This ranking enabled two observers to record pupil-teacher classroom interactions with the Brophy-Good Dyadic Rating Scale. Results indicated that the classroom behaviors of teachers were related to their problem solving style. Teachers with a rigid problem solving style had pupil-teacher interactions that indicated a relationship to perceived differences in student abilities, while teachers with a flexible problem solving style demonstrated that their interactions with pupils were less affected by perceived differences in student abilities. The results suggest that differences in teachers' problem solving styles can be interpreted as a correlate to differences in teacher susceptibility to the expectancy phenomenon. (Author/FG)

ED223552 SP021293

Dickson, George E.; Wiersma, William

Measurement of Teacher Competence. Research and Evaluation in Teacher Education.

Toledo Univ., Ohio. Center for Educational Research and Services.

Pub Date Oct 82

Note-117p.; For related document, see ED 194 540.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Classroom Observation Techniques; *Competency Based Teacher Education; *Evaluation Methods; Higher Education; Preservice Teacher Education; *Program Evaluation; *Research Methodology; Student Teachers; Student Teaching; Teacher Behavior; Teacher Education Programs; Teacher Effectiveness; *Teacher Evaluation

Identifiers-*University of Toledo OH

This monograph contains a description of continued research efforts in measuring and evaluating preservice teacher competencies and effectiveness in the competency-based teacher education (CBTE) program at the University of Toledo (Ohio). Chapter 1 introduces the assessment rationale, and chapter 2 provides an overview of research literature on teacher effectiveness. Chapter 3 focuses on the identification of 49 teaching competencies and the methodology of classroom or teacher observation used at the University of Toledo. This chapter also includes a discussion of high and low inference observation and a description of the two measurement instruments: Classroom Observations Keyed for Effectiveness Research (COKER) and Teacher Performance Assessment Instruments (TPAI). Chapters 4 and 5 provide the results of two different types of data analysis--profile analysis and multivariate analysis of TPAI and COKER data. The final chapter presents conclusions, makes recommendations for further action, and outlines the uses of the data. (JD)

ED223553 SP021294

Roberts, Jane M. E.; And Others

Instructional Improvement in Maryland: A Study of Research in Practice. Executive Summary.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency-Maryland State Dept. of Education, Baltimore.; National Inst. of Education (ED), Washington, DC.

Pub Date Oct 82

Note-39p.; For related document, see ED 022 486.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Action Research; Classroom Techniques; *Educational Improvement; *Educational Innovation; Elementary Secondary Education;

Mastery Learning; Needs Assessment; Peer Teaching; *Program Implementation; *Research Utilization; School Effectiveness; *State Programs; Teacher Effectiveness; Teacher Improvement
Identifiers-*Maryland; *School Improvement Through Instructional Process

The School Improvement Through Instructional Process (SITIP), an initiative undertaken by the Maryland State Department of Education (MSDE), is described, and an evaluation of its progress from December 1980 through June 1982 is provided. Innovative teaching methods introduced by the SITIP project are described: (1) active teaching; (2) mastery learning; (3) student team learning; and (4) teaching variables. Also delineated are the activities of local education agencies (LEA's) and the roles of center office staff, school-based administrators, and teachers in four areas: (1) training; (2) planning; (3) local implementation; and (4) technical assistance provided by MSDE. A model of the SITIP design is illustrated, and activity areas (preparation, initial commitment, awareness conferences, local plans drafted by LEA's, implementation, expansion, technical assistance, follow-up training, and assessment of progress and impact) are described. In a discussion of planning at both state and local levels, elements that had a direct relationship to successful implementation are identified. Descriptions are given of awareness conferences, summer institutes, and follow-ups conducted by MSDE. Included in the descriptions of these events are comments on attendance, needs and concerns of the participants, and relationships among training, planning, and implementation. Technical assistance efforts of MSDE are discussed, and evidence of their effectiveness is cited. An overview is given of the scope and impact of local implementation of the SITIP instructional processes. Critical findings are presented, including planning-related decisions that might be addressed by local educators and issues that intermediate or state education agencies might address. (JD)

ED223554 SP021301

Mayhew, Harry C.
Developing Teaching Skills with Microteaching.
Pub Date Dec 82
Note-14p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Trends; Feedback; Higher Education; *Microteaching; *Preservice Teacher Education; Questioning Techniques; Student Participation; Student Teacher Relationship; Teacher Educators; Teacher Improvement; Teaching Methods; *Teaching Skills

Microteaching offers prospective teachers the opportunity to learn teaching skills, to study their own teaching, and to study the teaching of others. Microteaching has been described as a "scaled-down" teaching situation, involving 3 to 10 teacher education students in a 5- to 20-minute lesson, which is often videotaped for future reference. Four main skill areas should be incorporated in a microteaching program: (1) questioning skills, including fluency in asking probing, higher order, and divergent questions; (2) skills aimed at increasing individual student participation; (3) creating student involvement through set induction, stimulous variation, and closure, all of which help to provide a meaningful organization to the lesson; and (4) lesson presentation skills and methodologies. The trainee supervisor relationship is very important to the microteaching experience. Studies have shown the impact and importance of supervisors' expectations and feedback. Research has also noted the popularity of microteaching in teacher education programs, due to proven effectiveness in imparting teaching skills. (FG)

ED223555 SP021309

The Preparation of Education Professionals for Educating Exceptional Students: A Resource for Responding to the NCATE Special Education Standards.

American Association of Colleges for Teacher Education, Washington, D.C.
Pub Date [82]
Note-41p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Accreditation (Institutions); Disabilities; Evaluation Criteria; *Exceptional Persons; Higher Education; Mainstreaming; *Program Evaluation; *Schools of Education; Self Evaluation (Groups); Special Education; *Standards; Teacher Education; *Teacher Education Programs
Identifiers-*National Council for Accreditation of Teacher Educ

This publication was developed by the American Association of Colleges for Teacher Education (AACTE) to be used as a guide by teacher education institutions as they examine their programs in the light of the National Council for Accreditation of Teacher Education (NCATE) standard that relates to the education of exceptional students. In section 1, written by Joanne Rand Whitmore, a description is presented of the purpose and process of NCATE and the functions of NCATE standards. These standards, which serve as guidelines for the evaluation of preservice and graduate education programs, are grouped in six categories: (1) governance; (2) curriculum; (3) faculty; (4) students; (5) resources and facilities; and (6) evaluation and planning. The special education standard requires NCATE-approved programs to prepare all education/human services professionals to recognize and provide for the special needs of all children in regular educational settings. An interpretation is presented of the relationship between the special education standard and the six categories of the NCATE standards. Section 2 presents suggested self-evaluation questions, which are intended to assist an institution preparing its program to meet the NCATE special education standard. The appendix contains a reprint of a statement adopted by AACTE on the

preparation of professionals for educating the handicapped. (JD)

ED223556 SP021311

Teacher Certification in Manitoba.
Manitoba Dept. of Education, Winnipeg.
Pub Date Dec 81
Note-31p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education; Faculty Mobility; Foreign Countries; Job Application; *Public School Teachers; *State Boards of Education; *Teacher Certification; Teacher Education Programs; Teacher Employment; Teacher Evaluation; *Teacher Qualifications; Teacher Salaries
Identifiers-Manitoba

This booklet provides information for teachers wishing to qualify for certification in the Canadian province of Manitoba. Written in French and English, the booklet's topics include: (1) requirements for types of teaching certificates (provisional teaching; permanent teaching; special, vocational-industrial, and vocational-business education; industrial arts); (2) teacher salary classifications; and (3) documentation necessary for obtaining a teaching certificate. The addresses of the Manitoba Teachers' Society (an organization concerned with teachers' welfare and professional development), universities that provide teacher education courses, and employing authorities in Manitoba school districts are listed. A map of Manitoba school divisions and a copy of an application for certification are also included. (FG)

ED223557 SP021312

Fruth, Marvin J.; And Others

Commitment to Teaching: Teachers' Responses to Organizational Incentives. Report from the Program on Student Diversity and School Processes.

Wisconsin Center for Education Research, Madison.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-WCER-WP-323
Pub Date Feb 82
Grant-NIE-G-81-0009
Note-131p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Administrator Attitudes; *Career Change; Educational Environment; *Incentives; *Job Satisfaction; Secondary Education; Secondary School Teachers; Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Persistence; Teacher Recruitment; Teaching Conditions; Teaching Experience

Identifiers-*Former Teachers

The major question addressed in a study of secondary school teachers was, to what degree do organizational incentives result in maintaining in the profession committed teachers whose primary satisfactions and reasons for persistence are related to students, curriculum, and classroom procedures? Interviews were conducted with 30 secondary school teachers, 20 former teachers, and 10 administrators from 8 school districts surrounding a large Midwestern city. Responses were examined with reference to three stages in the occupational lives of teachers: entry into the profession, maintenance issues related to day-to-day occupational factors, and continuance in the profession. The major conclusion from the analysis was that there are few extrinsic incentives (those that are within the control of the organization) that can be differentially allocated to individuals to affect performance directly. Intrinsic motivation was found to be the most powerful link to teacher performance. School administrators, bargaining groups, professional societies, and community members who support the educational system need to focus their attention on internalized motivators which are central to a teacher's sense of worth and professional well-being. (Authors/FG)

ED223558 SP021316

Insuring Effective Inservice Education Programs. A Conference Planned to Assist School Districts in the Development of an Effective Inservice Education Program. Conference Proceedings (Albany, New York, December 4-6, 1981).

New York State Education Dept., Albany.; New York State Teacher Corps Network, New York, N.Y.; New York State United Teachers.

Pub Date Dec 81

Note-101p.; Conference also sponsored by the New York Educators Association, in cooperation with New York State Federally Funded Teacher Centers.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Cooperative Planning; *Delivery Systems; Elementary Secondary Education; *Financial Support; *Inservice Teacher Education; *Needs Assessment; Program Development; *Program Evaluation; School Districts

Speeches on six major topics at a conference designed to assist school districts in the development of comprehensive inservice teacher education programs are presented: (1) planning (Sam Yarger); (2) collaboration (Jerry Ciccheli); (3) conducting needs assessments (Patricia M. Kay); (4) effective delivery systems (LaMar P. Miller); (5) creative funding sources (Richard Hibschman); and (6) evaluation (Fred McDonald). Highlights of "clinic" sessions, convened after each presentation, are provided. These sessions were led by teacher center and Teacher Corps directors and were intended to give participants opportunities to ask specific questions, share ideas, and identify further needs. Names and addressses of conference participants are appended. (JD)

ED223559 SP021317

Gymnastics. A Supplement to the K-12 Physical Education Curriculum Guide.

Manitoba Dept. of Education, Winnipeg.
Report No-ISBN-0-86497-102-8
Pub Date 82
Note-43p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Athletic Equipment; Calisthenics; Elementary Secondary Education; Foreign Countries; *Gymnastics; Motor Development; *Movement Education; *Physical Education; Psychomotor Skills; *Recreational Activities; *Skill Development; *Teaching Methods
Identifiers-Canada; Manitoba

Recreational gymnastics skills for kindergarten through 12th grade students are identified in this guide. An introduction states the rationale for gymnastics, clarifies terms, and supplies equipment and professional development information. The gymnastics skills are broken down into three levels. Skills decribed in the first level include 19 static elements, 4 landings, 6 rotations, 1 swing, 3 springs, and 7 exercises involving jumping and height. Skills in level 2, recommended for the fourth grade and above, repeat many of the first level skills with more complex variations. Third level skills, which are mentioned briefly, involve more than one dominant movement pattern. The characteristics of each exercise are outlined, and teaching tips and spotting techniques are included. Appendices contain recommended readings, resources available for coaches in Winnipeg (Manitoba, Canada), and sample lesson plans for second and seventh grade students. (FG)

ED223560 SP021319

Lieberman, Ann; Miller, Lynne

A New Look at Some Pieces of Old Puzzles. Learnings from Schools and Teachers. Report No. 9016.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Pub Date Apr 82

Note-35p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role; *Educational Environment; *Educational Improvement; Educational Innovation; Educational Research; Elementary Secondary Education; Individual Development; Interpersonal Relationship; Principals; Public Education; School Effectiveness; *School Organization; Student Teacher Relationship; *Teacher Administrator Relationship; Teacher Attitudes; *Teaching Conditions

An overview is presented of research studies that reflect the realities that exist in elementary and secondary public education. Explorations of school culture cite behavioral and programmatic regularities that make up the school culture and the importance of school principals' roles. Focusing on the teachers and the ways things actually get done in the course of a day, week, or year, some studies reveal dilemmas that teachers face when attempting to fit into accepted school routines. Studies are also cited on how school organization influences the life and activities of school personnel. Outlines are given of ethnographic school improvement studies dealing with: (1) implementing organizational innovations; (2) open education and the American school; (3) measuring the implementation of differentiated staffing; (4) the dynamics of educational change (involving four different studies); (5) implementing organizational changes in the elementary grades; (6) teachers vs. technocrats; (7) innovative organization; (8) federal programs supporting educational change; and (9) secondary schools and their effects on children. Findings from research studies concerning teachers and teaching, individual development, the role of the principal, and the process of school improvement are also synthesized. A summary of the research findings presents statements on necessary conditions for school improvement. (JD)

ED223561 SP021320

Hull, Ray; And Others

Research on Student Teaching: A Question of Transfer. A Report of a Research Seminar Conducted at the University of Oregon, Fall 1981.

Oregon Univ., Eugene. Div. of Teacher Education.

Pub Date 81

Note-70p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Beginning Teachers; Cooperating Teachers; Educational Research; Higher Education; Microteaching; *Preservice Teacher Education; *Program Effectiveness; Research Methodology; Student Teachers; Student Teacher Supervisors; *Student Teaching; Teacher Characteristics; *Teaching Experience; *Transfer of Training

This paper provides a synthesis of research on aspects of student teaching as they relate to transfer of teaching skills to the classroom. The report highlights major dimensions of student teaching, such as specific training interventions (microteaching and simulation), the ecological context of student teaching (involving the cooperating teacher, student teacher, and university supervisor), personality and attitude factors, and sociological forces. Also considered are the internship as a training alternative and the methodological implications of the research studies. Findings which emerged from the research synthesis include: (1) Microteaching is successful for skill acquisition but has not demonstrated transfer; (2) Simulation appears to enhance transfer but is a neglected training intervention; (3) Unless approved training strategies are a familiar part of the classroom scene, the student teacher will probably not attempt to employ them; (4) Training skills may be deferred until the student teacher has mastered the ecology of the classroom; (5) Environmental factors mediate transfer by providing an institutional context; (6) Attitudes and values are adopted which often disagree with those inherent in training programs, thereby compromising both motivation and opportunity to accomplish transfer; and (7) Participants in internship programs and first-year teachers showed little or no significant differece in demonstrated transfer of training. A list of 227 references is included. (Authors/FG)

Walker, Hollie, Jr.; Williams, Susan J.

Sensitivity Training for Professional Educators.

Pub Date Nov 82

Note-9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (11th, New Orleans, LA, November 10-12, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitude Change; *Behavior Change; Change Strategies; Graduate Students; *Group Therapy; Higher Education; *Interpersonal Competence; Personality Change; *Preservice Teacher Education; *Sensitivity Training; *Teacher Behavior; Teacher Characteristics

Eleven female students, in a graduate education course entitled "Mental Health and Human Interaction," participated in a single 24-hour sensitivity training group and were studied to identify personality changes resulting from the session. During the marathon session, an aura of warmth, acceptance, and security was maintained, creating an open atmosphere in which the leader emphasized support and encouraged individuality. Each member was administered the California Psychological Inventory (CPI) and the Rotter Incomplete Sentences Blank (RISB) before and after the session. Participants were also interviewed within 1 week after the session. One month after the session, when participants again completed the CPI, 8 of its 18 subscales showed significant improvement: (1) socialization; (2) social presence; (3) tolerance; (4) sociability; (5) social acceptance; (6) state of well being; (7) responsibility; and (8) self control. Significant improvement was noted on the RISB scores for conflict and self-esteem. Study results indicate that sensitivity training may be beneficial in teacher training since it can provide a supportive atmosphere for self-disclosure and getting in touch with feelings, allowing teachers to become more aware of students' needs. (FG)

ED223563 SP021322

Carter, Heather L.; And Others

Teacher Educators: A Descriptive Study. Final Report.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date May 81

Grant-OB-NIE-G-80-0116

Note-128p.; Subgrant of Program Division II, Research in Teaacher Education (RITE) Project No. P-6.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Career Choice; Educational Background; Family Characteristics; Higher Education; Job Satisfaction; Schools of Education; *Self Concept; Socioeconomic Status; *Teacher Attitudes; *Teacher Characteristics; Teacher Education Programs; *Teacher Educators; Teacher Qualifications; *Teacher Role

This study reports on the characteristics of 28 tenured teacher educators in a department of curriculum and instruction. Two focused interviews were conducted with each participant in the spring of 1980 and the spring of 1981. Six research areas were investigated: (1) personal characteristics, family background including socioeconomic status, pre-collegiate educational experience, and perceived alternate career patterns both at entry to teacher education and at the present time; (2) undergraduate and graduate background; pre-collegiate teaching experience; and professional involvement as indicated by convention attendance, journal use, and collegial input; (3) perceived definition of a teacher educator, self-perceived role as a teacher educator, personal philosophy of teacher education, and ability or appropriateness of teacher educator's role; (4) teaching activities, scholarly contributions in research and publication, and local and national service to the profession; (5) personal, campus, and off-campus influences; and (6) perceived values of peers' activities, goals and desires, and most- and least-liked aspects of the teacher educator's role. Quantitative and qualitative data (quotations from individual interiews) are presented, and reflections are offered on significant trends within the data. (JD)

ED223564 SP021323

Emmer, Edmund T.; And Others

Organizing and Managing the Junior High Classroom.

Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-RD-R-6151
Pub Date [82]
Contract No-OB-NIE-G-80-0116
Note-157p.; Prepared by the Classroom Organization and Effective Teaching Project.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Ability Grouping; Class Activities; *Class Organization; Classroom Communication; *Classroom Environment; *Classroom Techniques; *Discipline; *Educational Strategies; *Junior High Schools; Teacher Effectiveness
Identifiers-*Beginning of School Year; First Impressions

This manual provides guidelines and activities for organizing and managing junior high school classes. The first five chapters are devoted to the topic of getting ready for the beginning of the school year; the last four chapters suggest guidelines and activities that are helpful in maintaining a management system. Chapter 1 deals with organizing the classroom and materials before the beginning of school. The topic of chapter 2 is developing a workable set of rules and procedures and planning individual classroom routines. The third chapter discusses the major facets of student accountabiity, such as work requirements, communicating assignments, monitoring, checking work, and offering academic feedback. In chapter 4, the subject of discipline is dealt with; consequences, penalties, and incentives are discussed. Suggestions are provided in chapter 5 on planning for the first day and week of school. Chapter 6 provides guidelines for maintaining a classroom management system, including monitoring student behavior, handling inappropriate behavior, using consequences consistently, and dealing with special problems. The seventh chapter is devoted to a discussion of instructional clarity. In the eighth chapter, planning and organizing instruction is discussed. The ninth chapter presents recommendations for adjusting instruction for special groups and classes with heterogeneous abilities. In each chapter, summary guidelines are included as well as a teacher checklist, suggested activities, and a narrative case study. (JD)

ED223565 SP021324

Griffin, Gary A.; And Others

Student Teaching: A Review.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Sep 81
Contract No-NIE-G-80-0116
Note-60p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Aptitude; Cognitive Processes; *Cooperating Teachers; Educational Research; Higher Education; *Individual Characteristics; Individual Differences; Interaction; Interpersonal Competence; *Interprofessional Relationship; Preservice Teacher Education; Self Concept; *Student Teachers; *Student Teacher Supervisors; *Student Teaching; Teacher Role; Teaching Experience

A review is presented of research on student teaching. This review focuses on student teaching as the experience of a basic triad (student teacher, cooperating teacher, and university supervisor) embedded in several overlapping contexts. In the first section, literature is reviewed that deals with demographic characteristics, teacher concerns, self-concept and self-esteem, empathy, interest in people, scholastic aptitude, cognitive levels of processing, and flexibility and creativity of student teachers, cooperating teachers, and university supervisors. In the second section, general constraints determining who may fill each of the roles in the triad are examined. This section focuses on preparatory experiences, training, and selection of student teachers, university supervisors, and cooperating teachers. Literature on the roles and functions of cooperating teachers and university supervisors is examined along with research studies about the cooperating teacher's role in socializing the student teacher and influencing the development of teacher behaviors. In the closing section, contextual influences impinging upon and coloring the student teaching experience are reviewed. This section includes some consideration of the university or teacher training institution together with the public schools involved in student teaching. Literature about links of home and parents to the schools, as a general source of influence upon student teaching, are also examined. Throughout the review, specific topics in need of research are highlighted, and broad issues, such as key methodological problems and promising areas of inquiry, are discussed. Lists of 22 reference notes and 120 references are included. (JD)

ED223566 SP021325

Edwards, Sara

Changing Teacher Practice. A Synthesis of Relevant Research.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Pub Date Sep 81

Note-39p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adoption (Ideas); *Change Strategies; *Educational Research; Educational Researchers; Elementary Secondary Education; Inservice Teacher Education; Program Effectiveness; Research Utilization; Staff Development; *Teacher Effectiveness; *Teacher Improvement; Teaching Skills; *Technology Transfer

Identifiers-*Research Practice Relationship

Research on improving teacher practice is examined, focusing on the collaboration of researchers and practitioners in developing effective change strategies. Three studies are introduced that provide long-range data and form a knowledge base: (1) the Rand Corporation study of federal programs supporting educational change (1978); (2) the I/D/E/A study of change in individual schools (1974); and (3) the Concerns Based Adoption Model (CBAM) on implementation of innovations (1979). Other studies on the definition of teacher change and the use of the process-product approach are reviewed, followed by a discussion of the use of developmental models in designing teacher change efforts. Studies on the impetus for change and problems and questions associated with interevention in teacher practice are also included. In the conclusion, a weighted matrix design using findings from developmental models and a process-product orientation is cited as a promising change strategy. It is suggested that a collaborative study be developed that would allow researchers and practitioners to identify a generalizable system to change teacher practice and to use research studies in widely varying contexts. (FG)

Defino, Maria E.
RITE Observer Manual for Use in Clinical Teacher Education Settings.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date [81]
Note-70p.; There are few pages with marginal legibility.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Classroom Design; *Classroom Environment; *Classroom Observation Techniques; Classroom Research; *Classroom Techniques; Elementary Secondary Education; *Interaction Process Analysis; *Lesson Observation Criteria; Student Behavior; Student Participation; Teacher Behavior; Time on Task

This six-section manual provides information for preparing appropriate classroom narratives and their accompanying student engagement ratings. The manual's introduction emphasizes the importance of an accurate classroom narrative, which is a detailed record of events, time use, and behavior in the classroom. Also discussed is the recording of student engagment ratings, which are recorded time intervals for periodic ratings of student involvement in the classroom. The manual's first section describes the general features of good classroom narratives. The second explains a technique which may be utilized to train observers to an assured level of agreement. The third, fourth, and fifth sections present specific guideline questions which are related to the purposes of observational research and focus specifically upon: (1) classroom, teacher, and student behavior; (2) interactions between student teachers and cooperating teachers; and (3) contextual variables. The sixth section describes the use of the student engagement ratings. Forms used in the classroom are appended together with examples and commentary. Also appended are a guide to classroom protocol and a list explaining concepts and terms used in this text for those inexperienced in classroom observation. (JD)

ED223568 SP021328

Hord, Shirley M.

Understanding the Change Process: A Primer for Teacher Educators.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Feb 81

Note-19p.; Paper presented to the Nazarene Association of College Teacher Educators (Detroit, MI, February 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adoption (Ideas); Attitude Change; *Attitude Measures; Educational Change; *Educational Innovation; Informal Assessment; *Information Utilization; Inservice Teacher Education; Measures (Individuals); Program Implementation; Research Methodology; Teacher Attitudes; *Teacher Response

Identifiers-*Concerns Based Adoption Model; Levels of Use of the Innovation; Seven Stages of Concern (Model)

The Concerns-Based Adoption Model (CBAM) offers an approach to the study of change by focusing on the needs of individuals and describing their growth over time. Seven Stages of Concern (SoC) have been identified that occur as a teacher adopts an innovation: (1) little concern about or involvement with the innovation; (2) interest in learning more about the innovation, with little personal concern; (3) personal uncertainty about the innovation's demands, concern about adequacy to meet demands, and considerations of potential conflicts with existing structures or commitments; (4) concerns related to processes and tasks of using the innovation and the best use of information and resources; (5) attention focused on impact of innovation on students and changes needed to improve student outcomes; (6) concern focused upon coordination and cooperation with others regarding use of the innovation; and (7) exploration of more universal benefits of the innovation and development of possible alternatives. The concept of Levels of Use (LoU) deals with performance changes as the teacher becomes more familiar with an innovation and skillful in using it. Typical LoU teacher behaviors are: (1) nonuse; (2) information seeking; (3) preparation for use; (4) mechanical, poorly coordinated use; (5) routine use; (6) use integrated and coordinated with others; and (7) use established and effective alternatives sought. An example is given of the use of the CBAM in teacher education, and suggestions are made on the implications of research on change for teacher education. (JD)

ED223569 SP021329

Barnes, Susan

Synthesis of Selected Research on Teacher Findings. Report No. 9009.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Pub Date Sep 81

Note-31p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement; Class Organization; *Classroom Environment; *Classroom Research; *Classroom Techniques; Elementary Secondary Education; Student Behavior; *Teacher Behavior; Teacher Characteristics; *Teacher Effectiveness; Teacher Response; *Teaching Methods; Teaching Styles

An overview of research on elementary secondary classroom teaching presents a synthesis of findings from large-scale, classroom-based studies on teacher effectiveness. Three sets of major research efforts, dealing with classroom management and organization, systematic instruction, and effective instruction, were selected for review. Certain variables appeared to relate to student achievement: (1) work-oriented learning environment; (2) sufficient amount of time allocated to academic tasks; (3) warm and supportive classroom environment; (4) well-organized classroom; (5) close monitoring of students and active teacher participation; (6) quick teacher response to misbehavior; (7) systematic instruction pattern involving careful preparation of students for new material; (8) reasonably brisk instructional pace coupled with active information giving and receiving between teacher and students; (9) consistent teacher feedback on student performance; (10) opportunity for individual practice but with this individual time limited so that students stay actively involved with the class; (11) teacher encouragement of interactions where students are expected to participate and be challenged but still be successful; and (12) carefully organized instructional activities to both motivate students and provide appropriate practice in the lesson. Selected variables from these studies are documented in tabular form, and a profile is presented of an effective teacher. Lists of 11 reference notes and 11 references are included. (JD)

ED223570 SP021330

Evertson, Carolyn M.; And Others
Organizing and Managing the Elementary School Classroom.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date [81]
Contract No-OB-NIE-G-80-0116
Note-138p.; For related document, see SP 021 323. Prepared by the Classroom Organization and Effective Teaching Project.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Behavior Problems; Class Activities; *Class Organization; Classroom Environment; *Classroom Techniques; *Discipline; *Educational Strategies; *Elementary Education; Small Group Instruction; Student Behavior; Student Responsibility; Teacher Effectiveness; Teaching Methods
Identifiers-Beginning of School Year; First Impressions

This manual was built around eleven "prescriptions" for the successful management of the elementary school classroom. Each section is prefaced by an advisory statement: (1) "readying the classroom"--classroom space and materials should be ready for the beginning of the school year; (2) "planning rules and procedures"--behaviors should be defined as acceptable or unacceptable, and a list of classroom rules and procedures should be developed; (3) "consequences"--consequences of appropriate and inappropriate behavior should be communicated to students; (4) "teaching rules and procedures"--lesson plans should include rules or procedures, when and how objectives will be taught, and when re-learning or practice will occur; (5) "beginning of school activities"--activities for the first few days of school should involve all students and maintain a group focus; (6) "strategies for potential problems"--strategies should be planned to deal with potential problems which could upset the classroom organization and management; (7) "monitoring"--student behavior should be monitored closely; (8) "stopping inappropriate behavior"--inappropriate and disruptive behavior should be stopped quickly; (9) "organizing instruction"--instruction should be organized to provide learning activities at suitable levels for all students; (10) "student accountability"--procedures that keep children responsible for their work should be developed; and (11) "instructional clarity"--the presentation of information and the giving of directions should be clear. In each section, a discussion is given of the rationale for the prescription, followed by guidelines for achieving the stated objective, class activities, and a narrative case study. (JD)

ED223571 SP021333

Griffin, Gary A., Ed.; Edwards, Sara, Ed.
Student Teaching: Problems and Promising Practices.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Report No-RDCTE-9015
Pub Date Jan 82
Note-136p.; For individual papers, see SP 021 334-339. Proceedings of a Working Conference "Student Teaching: Problems and Promising Practices."
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*College School Cooperation; *Cooperating Teachers; Educational History; Educational Needs; Field Experience Programs; Higher Education; Humanistic Education; Participant Satisfaction; Preservice Teacher Education; Research Methodology; *Student Teachers; *Student Teacher Supervisors; *Student Teaching

The working conference "Student Teaching: Problems and Promising Practices" brought together experts representing three different role orientations: cooperating teachers, school system representatives, and teacher educators. Under discussion was the student teaching process and the nature of research that might contribute to its better understanding and improvement. Robert Hughes, Jr. presented a historical perspective of the student teaching experience in "Student Teaching: The Past as a Window to the Future." In "Student Teacher: Asset or Liability? An Assessment of Present Practice and Recommendations for the Future," Elizabeth Dillon-Peterson called attention to the role of the local school district in a student teaching program. William L. Hays, in "Satisfaction with the Student Teaching Experience: A Multiple Regression Approach," focused on research methodology to be used in a study of student teaching. Kevin Ryan's paper, "The Cooperating Teacher: Who? What? Why? When? How? and Whither?" directed thinking toward the cooperating teacher as a major factor in the training of student teachers. In "Student Teaching as Human Project: Pursuing Possibility in Schools," Maxine Greene offered a presentation on the nature of student teaching and the possibilities it has for affecting all of schooling. The substance of small group discussions which followed each presentation was synthesized by Gary A. Griffin for "Issues in Student Teaching: People, Interactions, Contexts." (JD)

ED223572 SP021334

Hughes, Robert, Jr.

Student Teaching: The Past as a Window to the Future.

Pub Date Jan 82

Note-22p.; In: Griffin, Gary A., Ed. and Edwards, Sara, Ed. Student Teaching: Problems and Promising Practices. (Proceedings of a Working Conference.) Texas, Research and Development Center for Teacner Education, Jan 1982. p3-24.

Available from-Not available separately; see SP 021 333.

Document Not Available from EDRS.

Descriptors-Accreditation (Institutions); Change Agents; *College School Cooperation; Educational History; *Educational Trends; *Field Experience Programs; Higher Education; Laboratory Schools; Preservice Teacher Education; Professional Associations; *Schools of Education; *Student Teaching; Teacher Certification; Teacher Educators; Teaching Experience

The history of teacher education and the evolution of student or practice teaching in the United States during the last two centuries can be traced through three periods: (1) Normal School Period (1825-1900); (2) Teacher College Period (1900-1948); and (3) Field-Based Period (post World War II). Normal schools emerged as a more formalized system for training teachers than the practice of older students tutoring younger students. The normal school period was dominated by the establishment of student teaching. The transformation of normal schools into teachers' colleges and liberal arts universities involved the increased professionalism of teacher educators and the emergence of public school-teacher training institution cooperation. Professionalization of student teaching, through legislation and the establishment of professional organizations for teacher educators, characterized the teachers' college period. Expansion of the opportunities and conception of student teaching has been the central notion of the most recent field-based era. Regardless of the historical period, the most effective type of student teaching experience has been a matter of great concern. The roles and responsibilities of the university supervisor and the cooperating teacher still remain important matters, as they were in the earliest days of formal teacher education. (JD)

ED223573 SP021335

Dillon-Peterson, Elizabeth

Student Teacher: Asset or Liability? An Assessment of Present Practice and Recommendations for the Future.

Pub Date Jan 82
Note-32p.; In: Griffin, Gary A., Ed. and Edwards, Sara, Ed. Student Teaching: Problems and Promising Practices. (Proceedings of a Working Conference.) Texas, Research and Development Center for Teacher Education, Jan 1982. p25-56.
Available from-Not available separately; see SP 021 333.

Document Not Available from EDRS.

Descriptors-*Articulation (Education); *College School Cooperation; *Cooperating Teachers; Cooperative Planning; Higher Education; Leadership Responsibility; *Participative Decision Making; Preservice Teacher Education; Problem Solving; Professional Recognition; School Districts; School Role; *Student Teaching; *Teacher Attitudes; Teacher Educators; Teamwork

Differences of perspective exist between the school and the university in terms of all the elements of the teacher training program. From the public school point of view, the teacher training institution makes the decisions about student teaching, and the public schools carry them out. The university viewpoint is often that public school personnel are too caught up in day-to-day operation to give adequate thought or attention to broader, more philosophical concerns. These differing perceptions form a block to effective collaboration between public school personnel and teacher education faculty. A survey of college and public school personnel involved in student teaching elicited their feelings about the advantages and disadvantages of having student teachers in the classroom, characteristics of good student teachers, and knowledge and skills student teachers should have. An alternative training program, which could help in increasing the advantages, good teacher characteristics, and teaching knowledge and skills, would feature: (1) a plan for total collaboration and management including jointly appointed college and public school personnel who would plan for, implement, monitor, and evaluate the program from selection to certification; (2) a curriculum having the four major dimensions of educational problem-solving, essential communication skills, strategies for working in and changing educational organizations, and content mastery; and (3) an expanded time frame to include, at minimum, a fifth year of preparation. (JD)

ED223574 SP021336

Ryan, Kevin

The Cooperating Teacher: Who? What? Why? When? How? and Whither?

Pub Date Jan 82

Note-12p.; In: Griffin, Gary A., Ed. and Edwards, Sara, Ed. Student Teaching: Problems and Promising Practices. (Proceedings of a Working Conference.) Texas, Research and Development Center for Teacher Education, Jan 1982. p57-68.

Available from-Not available separately; see SP 021 333.

Document Not Available from EDRS.

Descriptors-*College School Cooperation; *Cooperating Teachers; Higher Education; Preservice Teacher Education; Professional Recognition; Program Effectiveness; Student Evaluation; Student Teacher Relationship; *Student Teacher Supervisors; *Student Teaching; *Teacher Role

The cooperating teacher-college supervisor collaboration aspect of the student teaching experience needs to be probed and improved. While clear, specific communication between the cooperating teacher and the university supervisor would seem to be important, it rarely happens. There is a lack of substance in meetings and discussions between these two key individuals in the student teaching triad. The goals of the student teaching experience are vague, and the cooperating teacher not only has not been trained in clinical supervision skills, but also does not have a clear understanding of what the university expects in the way of performance. The university has not decided what should occur during the experience or what constitutes success or minimally acceptable performance. Questions that should be considered when arranging student teaching experiences include: (1) How are cooperating teachers selected, what are their credentials, what is their motivation, and how are they trained for their job? (2) What are the dimensions of the status relationship between the cooperating teacher and the student teacher, what are the primary learnings obtained from a cooperating teacher, how does the student teacher learn from the cooperating teacher, how does the cooperating teacher evaluate the student teacher, and what happens when there is a mismatch in learning style or personality between the two? (3) What is the balance of status between the cooperating teacher and the university supervisor and how does it affect their work, and how often and how effective are their conferences? and (4) What is the relationship between the cooperating teacher and the university? (JD)

ED223575 SP021337

Hays, William L.

Satisfaction with the Student Teaching Experience: A Multiple Regression Approach.

Pub Date Jan 82

Note-15p.; In: Griffin, Gary A., Ed. and Edwards, Sara, Ed. Student Teaching: Problems and Promising Practices. (Proceedings of a Working Conference.) Texas, Research and Development Center for Teacher Education, Jan 1982. p69-83.

Available from-Not available separately; see SP 021 333.

Document Not Available from EDRS.

Descriptors-College School Cooperation; Educational Research; Higher Education; *Multiple Regression Analysis; *Participant Satisfaction; Preservice Teacher Education; *Program Effectiveness; *Research Methodology; Student Characteristics; *Student Teachers; *Student Teaching; Teacher Evaluation

To develop a feasible research method to determine factors in student teaching that make it succeed or fail as valuable clinical training, several evaluative questions and characteristics should be examined. A major research question would examine the factors in student teaching that make it a professionally satisfying or dissatisfying experience from the student teacher's point of view. Variables and factors that can be related to student teacher satisfaction include: (1) student teacher's personal characteristics; (2) characteristics of the particular student teaching assignment; (3) student teacher's academic characteristics; (4) individual's prior expectations for the student teaching program; (5) school administration's expectations of student teachers and cooperating teachers; (6) university-established goals for the program; and (7) cooperating teacher's perceptions of individual student performance. Using student satisfaction as the first criterion variable, these other variables can be examined for their predictive power. A form of group-stepwise regression, in which groups of logically related variables are entered into the analysis successively, is an effective method for determining which sets of variables predict student teacher satisfaction. This method of research permits the simultaneous examination of many variables in the student teacher context, but involves only minimal interference or disruption in the classroom. All the initial measures needed can be gained from questionnaires or interviews and from the performance record itself. (JD)

ED223576 SP021338

Greene, Maxine

Student Teaching as Human Project: Pursuing Possibility in Schools.

Pub Date Jan 82

Note-21p.; In: Griffin, Gary A., Ed. and Edwards, Sara, Ed. Student Teaching: Problems and Promising Practices. (Proceedings of a Working Conference.) Texas, Research and Development Center for Teacher Education, Jan 1982. p85-105.

Available from-Not available separately; see SP 021 333.

Document Not Available from EDRS.

Descriptors-Aesthetic Values; Change Agents; Cognitive Style; *Creative Thinking; *Experiential Learning; Higher Education; *Humanistic Education; Learning Processes; Liberal Arts; Preservice Teacher Education; *Self Actualization; *Student Teaching

The arts and the cultivation of informed awareness should play a more central role in classroom life than they do, and student teachers should be empowered to make this, to some degree, possible. Student teachers have to be able to spend time thinking through what a rational explanation actually means, even as they have to understand what conceptualizing means, as well as critical dialogue. While there is a belief that student teachers have, above all, to be trained for accommodation and proficiency, and survival within the system, the school's primary function is still to teach people to think, to choose, and to find themselves. Student teachers should have the experience of opening their own perspective, making connections, and reflecting upon what happens when they do this. To organize experience this way, and to do so reflectively, is to have more power over it, to see more and be more fully in touch. Student teachers should be enabled to create the kinds of situations that provoke students to reach beyond themselves--to become so concerned about posing questions, seeking answers, and working things out that they cannot but act on their own initiatives--and in time become their own teachers. (JD)

ED223577 SP021339

Griffin, Gary A.

Issues in Student Teaching: People, Interactions, Contexts.

Pub Date Jan 82

Note-27p.; In: Griffin, Gary A., Ed. and Edwards, Sara, Ed. Student Teaching: Problems and Promising Practices. (Proceedings of a Working Conference.) Texas, Research and Development Center for Teacher Education, Jan 1982. p107-133.

Available from-Not available separately; see SP 021 333.

Document Not Available from EDRS.

Descriptors-*College School Cooperation; *Cooperating Teachers; Educational Objectives; Higher Education; Participant Satisfaction; Preservice Teacher Education; *Program Effectiveness; Student Attitudes; Student Teacher Relationship; *Student Teachers; *Student Teacher Supervisors; *Student Teaching; Teacher Attitudes; Teacher Effectiveness

A synthesis of conclusions, reached during small group discussions at a working conference on student teaching, concerns: (1) a system for identifying, monitoring, and assessing cooperating teachers; (2) the cooperating teacher's status (authority, rewards, and collegial interaction); (3) expectations for cooperating teachers' behavior (technical, analytical, imitative, or reflective); (4) systematic preparation and training for cooperating teachers; (5) realistic means to attract prospective teachers who are intellectually able, socially responsible, and sensitive to the complex requirements of teaching and learning; (6) student teachers' lack of preparation in essential knowledge and skill areas; (7) effective field-based learning experiences; (8) student teachers' peer group systems; (9) student teachers as a substantive and procedural link between colleges and school systems; (10) system of student teacher placement; (11) university supervisor's role, knowledge, skills, status, and selection; (12) matching of colleges' and public schools' goals, practices, and beliefs associated with the student teacher; (13) influence and communication between college and school systems; (14) student teachers' understanding of school and classroom context; and (15) closer communication between program designers and program implementers. (JD)

ED223578 SP021340

Griffin, Gary, Ed.; Hukill, Hobart, Ed.

Alternate Perspectives for Program Development and Research in Teacher Education. R&D Report No. 9019.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Pub Date Jan 82

Note-95p.; For individual papers, see SP 021 342-344. Summary of Proceedings of an Invited Symposium for the Annual Meeting of the American Educational Research Association (Los Angeles, CA, 1981).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Classroom Research; Curriculum Development; Developmental Stages; Educational Innovation; *Educational Psychology; *Educational Research; Higher Education; Individual Needs; *Preservice Teacher Education; *Teacher Education Curriculum; Teacher Educators; Teacher Effectiveness; Teaching Methods; *Teaching Skills

This document presents four symposium papers on the theme of what might happen in teacher education program research and development if educational psychology were replaced by other bodies of theory, proposition, and research findings. Maxine Green's views, presented in "What the Known Demands," center around the necessity of considering teaching as a personal and social phenomenon that is considerably more complex than as conceived by certain technologists of schooling. The paper suggests that teacher educators are too likely to solve difficulties by more and more precise application of technique rather than through individual values and philosophies. In "Educating for Teacher Growth: A Cognitive-Developmental Perspective," Norman Sprinthall and Lois Thies-Sprinthall review research literature and present a case for using a cognitive-developmental approach to teacher education research and practice. Louise L. Tyler reviews premises from education and psychoanalysis and proposes a program of didactic courses for preservice elementary school teachers in "Teacher Education: An Inner View." An outline of potential contributions of new research studies to teacher education is provided in Walter Doyle's paper, "Research on Classroom Contexts: Toward a Knowledge Base for Policy and Practice in Teacher Education." The basic argument is that classroom contexts pose tasks, which, in turn, shape information processing. (FG)

ED223579 SP021342

Sprinthall, Norman; Thies-Sprinthall, Lois

Educating for Teacher Growth: A Cognitive-Developmental Perspective.

Pub Date 81

Note-41p.; In: Griffin, Gary A., Ed. and Hukill, Hobart, Ed. Alternate Perspectives for Program Development and Research in Teacher Education. Summary of Proceedings of an Invited Symposium for the Annual Meeting of the Americian Educational Research Assocation (Los Angeles, CA, 1981), p17-58.

Available from-Not available separately; see SP 021 340.

Document Not Available from EDRS.

Descriptors-*Adult Development; *Cognitive Development; Developmental Psychology; *Developmental Stages; Educational Research; Higher Education; Humanistic Education; Personality Measures; *Personality Traits; *Preservice Teacher Education; Research Needs; Teacher Characteristics; Teacher Effectiveness

It is time for the teacher education profession to take more systematic steps for the advancement of theory, research, and practice in the teacher education field. A cognitive-developmental perspective on teacher education curriculum avoids the choice between cognitive and affective goals by providing a dual focus on highly specific behavioral teaching skills as well as on general human development. Studies on cognitive development at the high school and college levels have supported the idea that different learning environments may have different psychological impacts on the characteristics of developmental stages. By considering the stage itself as a dependent rather than as an independednt variable, programs can be created to affect and modify a current developmental stage. Studies investigating match and mismatch between curriculum objectives and teaching strategies and between dyads of students of differing abilities also suggest the importance of developmental stages in learning and behavior. These studies imply that consideration of developmental stages can be a more precise means of assessing psychological maturity in a teacher education student. Such evaluation can benefit both the teacher and the learner by identifying prospective educators in the higher stages of psychological development, who, research has shown, are among the most effective teachers. (FG)

ED223580 SP021343

Tyler, Louise L.

Teacher Education: An Inner View.

Pub Date 81

Note-15p.; In: Griffin, Gary A., Ed. and Hukill, Hobart, Ed. Alternate Perspectives for Program Development and Research in Teacher Education. Summary of Proceedings of an Invited Symposium for the Annual Meeting of the American Educational Research Association (Los Angeles, CA, 1981), p59-74.

Available from-Not available separately; see SP 021 340.

Document Not Available from EDRS.

Descriptors-*Curriculum Development; Educational Research; Elementary School Teachers; Foundations of Education; Higher Education; *Preservice Teacher Education; *Psychoeducational Methods; *Teacher Characteristics; Teacher Education Curriculum; Teaching Methods

Rather than approaching problems in teacher education programs in terms of an "either-or" formulation, an approach using premises on education, meaning, persons, and choice from educational and psychoanalytical theory can provide broadly conceived resolutions. This approach cuts across questions usually raised about teacher education curriculum, governance, and goals and provides a more inclusive base on which to resolve them. At the University of California at Los Angeles, a program for those who wish to teach at the kindergarten through sixth grade level is composed of four didactic courses: (1) psychological foundations of education, focusing on a developmental approach to human behavior; (2) curriculum and instruction, viewed from a psychoanalytic and humanistic perspective; (3) cultural foundations of education and the importance of the school as an institution; and (4) supervised student teaching. Much use is made of short stories, novels, drama, and audiovisual materials in the courses. Other developments, based on Kant's distinctions between constitutive (ontology) and regulatory (epistomology) principles can assist teacher educators in identifying reasons for individuals' engaged-in experiences and their underlying motives. (FG)

ED223581 SP021344

Doyle, Walter

Research on Classroom Contexts: Toward a Knowledge Base for Policy and Practice in Teacher Education.

Pub Date 81

Note-19p.; In: Griffin, Gary A., Ed. and Hukill, Hobart, Ed. Alternate Perspectives for Program Development and Research in Teacher Education. Summary of Proceedings of an Invited Symposium for the Annual Meeting of the American Educational Research Assocation (Los Angeles, CA, 1981), p75-94.

Available from-Not available separately; see SP 021 340.

Document Not Available from EDRS.

Descriptors-Academic Achievement; *Classroom Environment; Classroom Observation Techniques; *Classroom Research; Discipline; *Educational Research; Higher Education; Preservice Teacher Education; *Teacher Behavior; *Teacher Effectiveness; *Teaching Experience

Potential contributions of research on classroom contexts to preservice teacher education curriculum are outlined in this paper. A review of traditional teacher effectiveness research cites studies that either extrapolated from laboratory research to design a teaching model or used direct classroom observations to correlate behaviors to outcomes without considering situational variables. The inadequacies of each approach are discussed, and the features of classroom context research are introduced. The emphasis of the studies is on classroom management and decision making. An analysis of findings on academic tasks suggests two conclusions: (1) Tasks provide a structure within which students perceive and interpret teaching events; and (2) Different types of tasks are associated with different configurations of classroom processes. Successful efforts at clarifying the management tasks are cited. The conclusion states the basic argument of the paper: that contexts pose tasks which shape information processes. (FG)

ED223582 SP021345

Defino, Maria E., Ed.; Carter, Heather, Ed.

Changing Teacher Practices: Proceedings of a National Conference (Austin, Texas, October 1981).

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No-RDCTE-9017

Pub Date Feb 82

Note-104p.; For individual papers, see SP 021 346-349.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Academic Achievement; *Behavior Change; Change Strategies; *Educational Objectives; *Educational Research; Elementary Secondary Education; *Inservice Teacher Education; Outcomes of Education; Research Design; Research Needs; School Districts; Staff Development; Teacher Behavior; *Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement; Time on Task

In this report of a working conference, experts in the teacher education field considered the adequacy of current research on teaching practices and obstacles in the implementation of changes based on research findings. In "How Useful Are the Findings from the Research on Teaching," Jane A. Stallings discussed findings from research on teaching which appear most amenable to translation into staff development activities. Richard C. Williams, in "Changing Teacher Behaviors: From Symbolism to Reality," presented an analysis of school contexts from an organizational perspective, and of the way these contexts impinge upon changing teacher practice. In "An Expanded View of the Student Outcomes That Are Built or Restrained by Teaching Processes and Structures," Beatrice A. Ward considered a variety of student outcome variables which might be used to assess teaching effectiveness. Sara Edwards asked conference participants to respond to a series of questions about research and teacher education for "Recommendations for Study on Changing Teacher Practice." A "Summary of the Discussions" at the working conference, prepared by Heather Carter, discussed issues surrounding use of research as a basis for change in teacher practice, the current knowledge base to address these issues, and the needed knowledge base to address these issues. A list of the conference participants is appended. (JD)

ED223583 SP021346

Stallings, Jane A.

How Useful are the Findings from the Research on Teaching?

Pub Date Oct 81

Note-20p.; In: Defino, Maria E., Ed. and Carter, Heather, Ed. Changing Teacher Practices: Proceedings of a National Conference (Austin, TX, October 1981). Texas, Research and Development Center for Teacher Education, Feb 1982. p5-24.

Available from-Not available separately; see SP 021 345.

Document Not Available from EDRS.

Descriptors-Administrator Role; Class Activities; Class Organization; *Classroom Techniques; *Educational Research; Elementary Secondary Education; Inservice Teacher Education; Interaction; Lesson Plans; School Policy; School Schedules; Small Group Instruction; *Teacher Effectiveness; *Time Factors (Learning); *Time on Task

An overview is presented of research studies (carried out in the 1970s) dealing with the influence of time on student academic achievement. Discussions illuminate studies and findings about: (1) length of school day; (2) academic learning time; (3) achievement levels and academic time; (4) clarity of first day organization and planning; (5) time distributed across class activities; (6) interactive supportive instruction; (7) focus of instruction; (8) student understanding of lessons; and (9) curriculum and instructional strategy. In considering the reliability of research findings in these areas, it is pointed out that many of them have been used to train teachers in new modes of thinking and have produced changes in their ways of teaching. Major findings are also reported on a study examining links between school policy, leadership style, teachers' and students' attitudes, and teachers' and students' behavior. The point is made that, in the past decade, schools have been studied in isolation, classrooms in isolation from schools, and students in isolation from classrooms and school. The charge for the next decade is asserted to be to study the whole school context, taking into consideration administration, teachers, and students together. It is suggested that the results of this type of research, combined with the empirical findings generated during the 1970s, should enable the development of a comprehensive and practical theory of effective schooling. A list of 13 reference notes and 11 references is included. (JD)

ED223584 SP021347

Williams, Richard C.

Changing Teacher Behavior: From Symbolism to Reality.

Pub Date Oct 81
Note-21p.; In: Defino, Maria E., Ed. and Carter, Heather, Ed. Changing Teacher Practices: Proceedings of a National Conference (Austin, TX, October 1981). Texas, Research and Development Center for Teacher Education, Feb 1982. p25-45.
Available from-Not available separately; see SP 021 345.
Document Not Available from EDRS.
Descriptors-*Academic Achievement; Administrator Responsibility; *Board of Education Policy; Change Strategies; Classroom Techniques; Elementary Secondary Education; Inservice Teacher Education; Instructional Improvement; Organizational Climate; *School Districts; *Teacher Behavior; *Teacher Effectiveness; *Teacher Improvement

The most important interaction in a school system, teacher classroom behavior and its effects on pupils' learning, is largely unattended to in any direct supervisory manner in most school districts. School administrators have allowed administrative matters to divert them from their central task, which should be the school's curriculum and instructional program. School districts pay close attention to such things as credentials of teachers and accreditation-related standards; little attention is paid to whether teachers actually teach the established curriculum or use sound instructional methods. A solid technical core of knowledge about learning has grown that provides a better understanding of the relationship between teacher behavior and pupil achievement. Research findings have demonstrated the links between teachers' understanding of factors, including time-on-task, mastery learning, classroom organization, and learning styles, and improved academic achievement in students. However, very little is done by school districts to assure that changes based on these findings actually take place in classrooms, or that teachers achieve the desired results. The entire school district, teachers, and administrators should begin exploring ways to link their organizational structure to the instructional core. A discussion is presented on how school districts may be redirected from their current function as institutionalized organizations into tightly coupled technical organizations that focus on instructional improvement. (JD)

ED223585 SP021348

Ward, Beatrice A.; And Others

An Expanded View of the Student Outcomes That Are Built or Restrained by Teaching Processes and Structures.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Oct 81
Contract No-400-80-130
Note-33p.; In: Defino, Maria E., Ed. and Carter, Heather, Ed. Changing Teacher Practices: Proceedings of a National Conference (Austin, TX, October 1981). Texas, Research and Development Center for Teacher Education, Feb 1982. p47-79.
Available from-Not available separately; see SP 021 345.
Document Not Available from EDRS.
Descriptors-Academic Achievement; Classroom Techniques; *Educational Objectives; Elementary Secondary Education; *Evaluation Criteria; *Outcomes of Education; Predictor Variables; Self Concept; Student Participation; Student Teacher Relationship; *Teacher Effectiveness; *Teacher Evaluation; Time Factors (Learning)

Potential "indicators" of teaching effectiveness, taken from various studies of teaching, are discussed. It is assumed that the generally accepted goals of education are to enable students to learn, acquire basic skills, and develop skills and attitudes necessary for them to become employable adults. Criteria for selecting these indicators of teaching effectiveness are listed: (1) Indicators are affected by what a teacher does or does not do; (2) Indicators are observable within a relatively short time period in the actual teaching situation; (3) Indicators have a logical/theoretical link with students' acquisition of the general educational goals; and (4) Indicators accommodate individual differences among students and teachers. A discussion is presented of indicators that meet the criteria: (1) agreement between teacher intent and student understanding of what is to be learned/accomplished/produced; (2) congruence between schooling goals and the student participation requirements of the classroom; (3) use of time in the classroom; and (4) students' views of themselves and others. It is suggested that, if these indicators occur in an observable short time period of each classroom and if they accumulate over several years of schooling, students will have successful schooling experiences and will attain the general goals of education. Research findings from various studies of teaching are cited in discussing each of these indicators of teaching effectiveness. (JD)

ED223586 SP021349

Edwards, Sara

Recommendations for Study on Changing Teacher Practice.

Pub Date Oct 81
Note-12p.; In: Defino, Maria E., Ed. and Carter, Heather, Ed. Changing Teacher Practices: Proceedings of a National Conference (Austin, TX, October 1981). Texas, Research and Development Center for Teacher Education, Feb 1982. p81-92.
Available from-Not available separately; see SP 021 345.
Document Not Available from EDRS.
Descriptors-Behavior Change; *Change Strategies; Educational Research; Elementary Secondary Education; *Inservice Teacher Education; Institutional Characteristics; Knowledge Level; *Research Design; *Research Needs; Research Utilization; *Staff Development; Teacher Behavior; Teacher Effectiveness

Participants in a working conference on changing teacher practice made recommendations for future research. Two broad classes of recommendations were sought: findings from research on teaching most amenable to translation into staff development activities, and how that translation might occur so as to be most useful in bringing about desired change in teacher behaviors. Questions serving as guidelines for responses included: (1) What content, derived from what is known about teaching, should research studies on staff development include? (2) What behaviors, derived from what is known about guiding change, should be promoted for staff developers? (3) What effects of the staff developers' behaviors should be hypothesized for teachers? (4) What effects of the teachers' behaviors should be hypothesized for students? (5) What institutional variables should be given attention in a study and how should they be attended? and (6) What procedures should be used in a study? Recommendations in each of these areas are presented along with additional suggestions. The general consensus was to base research on staff development on findings available from respected studies, but not to limit the possibilities of significant findings by omitting key areas of concern because they do not presently have a firm knowledge base.

(JD)

ED223587 SP021350

Reynolds, Maynard C., Ed.; And Others

Foundations of Teacher Preparation: Responses to Public Law 94-142.

Minnesota Univ., Minneapolis. National Support Systems Project.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date 82

Grant-G007902045

Note-168p.; Papers presented at a Conference organized by the National Support Systems Project (Denver, CO, 1982).

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Compliance (Legal); *Course Objectives; *Educational Trends; *Education Courses; *Foundations of Education; Higher Education; Introductory Courses; Mainstreaming; Preservice Teacher Education; *Teacher Education Curriculum; *Teacher Educators; Teacher Effectiveness

Identifiers-*Deans Grants Program; Education for All Handicapped Children Act

Papers and critiques are presented which were delivered at a conference designed to stimulate ideas and actions among foundations of education faculty members. Six foundations professors who had experience with Dean's Grant Projects were selected to deliver the papers, while seven foundations professors were chosen to present critiques. The introduction to this publication, by Maynard C. Reynolds, gives an overview of the effects of Public Law 94-142 (Education for All Handicapped Children Act of 1975) and of the Dean's Grants Program on educational theory courses. In the first paper, "The Mandate for Equity in Education: Another Challenge for Foundational Teacher Preparation," Christopher J. Lucas urges philosophic inquiry into the ambiguities and challenges presented to teachers by Public Law 94-142. Critiques of Lucas' themes are by Donna R. Barnes and Victor L. Worsfold. The second paper, "All the Children of All the People: Public Law 94-142 and America's Proposition for Education," by David Julian Hodges, traces the development of equal education rights for handicapped people and cautions educators about the time needed to accomplish attitude change. Alanson A. Van Fleet responds with a different perspective. The third paper, by Angelo V. Boy, addresses client-centered counseling in "Psychological Foundations of Education: The Teacher as Counselor." Robert L. Hohn presents additional arguments in his critique. A model for the diagnosis of learning characteristics is presented in the fourth paper, "Human Development and Learning: An Individual Differences Perspective," by Ronna F. Dillon. James H. McMillan assesses and comments on Dillon's views. "Implications of Public Law 94-142 for Teacher Education in Measurement and Assessment" is the topic of the fifth paper, by Nona Tollefson. The paper is reviewed by Thomas J. Kelly. In the sixth paper, Homer Page describes his course on "Experiential Education with Special Populations." Jesse Liles evaluates Page's comments. (FG)

ED223588 SP021364

Sivage, Carole R.; And Others

Politics, Power, and Personality: The Roles of Deans in Dean's Grant Projects.

Minnesota Univ., Minneapolis. National Support Systems Project.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date 82

Grant-OEG007902045

Note-177p.; For individual papers, see SP 021 365-368.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Academic Deans; *Administrator Role; *Change Agents; Change Strategies; *Decision Making; Educational Change; Educational Objectives; Higher Education; Policy Formation; Preservice Teacher Education; *Program Administration; Schools of Education; *Teacher Education Curriculum; Teacher Education Programs; Teacher Educators; Teacher Participation

Identifiers-*Deans Grant Project; Education for All Handicapped Children Act

The four papers in this volume address questions raised by the Dean's Grants Program. Among the themes addressed are the potential of deans to fulfill the role of change agent, techniques used in decision making and exercising authority, and faculty members' and deans' perceptions of the dean's role. Carole R. Sivage, in "Advocates of Change: An Analysis of Deans' Roles as Directors of Dean's Grant Projects" presents the results of interviews conducted at 10 institutions receiving Dean's Grants. In an analysis of the case studies, it is suggested that advocacy on the part of the dean should be examined descriptively and qualitatively. Appended to the study is a seven-part outline of the interview questions. In his paper, "Using Structure, Action, and Power to Make Teacher Preparation Responsive to Public Law 94-142," John M. Bryson discusses the nature of power in teacher education institutions. Political activities related to decision making are explained in terms of forums, arenas, and courts, and a model, designed to help with Dean's Grant Project administration, is introduced. John M. Bryson and Karin Fladmoe-Lindquist examined judgments of teacher educators during a simulated planning exercise in "Changing Teacher Education: Addressing the Political Difficulties." The focus was on tactics used in planning and decision making related to specified contextual variables. The results of a survey of 104 deans and interviews with deans and faculty members are reported by Kathy A. Okun in "Deans as Change Agents: Testing Assumptions of the Dean's Grant Program." The conclusion of the study endorses the concept of deans as key change agents for curricular change. (FG)

ED223589 SP021365

Sivage, Carole R.

Advocates of Change: An Analysis of Deans' Roles as Directors of Dean's Grant Projects.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date 82

Note-70p.; In: Sivage, Carole R., And Others. Politics, Power, and Personality: The Roles of Deans in Dean's Grant Projects. Minnesota, National Support Systems Project, 1982. p1-70. ; Also funded through the University of Maryland National Professional Leadership Development Program.

Available from-Not available separately; see SP 021 364.

Document Not Available from EDRS.

Descriptors-*Academic Deans; *Administrator Attitudes; *Administrator Role; *Advocacy; *Change Strategies; Curriculum Development; Higher Education; Interprofessional Relationship; Organizational Change; Preservice Teacher Education; Schools of Education; *Teacher Attitudes; Teacher Educators; Teacher Morale; Teaching Skills

Identifiers-*Deans Grant Project

Results and analysis of interviews, with deans and faculty members at ten schools of education are reported in this study, focusing on deans' roles and behaviors as administrators of Dean's Grant Projects. Large research institutions and smaller, primarily teacher training, institutions participated in the study. The purpose of the Dean's Grants Program, to incorporate special education awareness in teacher preparation programs, is summarized. Seven case studies are presented, providing highlights of essential features of Dean's Grant Projects and personnel adaptation. A review of literature on administrative advocacy and change agents in education is integrated with a three-part discussion of the study results. In the first section, advocacy and administrative support techniques are defined. Three advocative roles assumed by deans are illustrated through quotations and situations: persuader, negotiator, and choreographer. The second section presents an analysis of the perceived intensity of deans' involvement, ranging from symbolic support to active involvement. Nonsupportive behaviors such as inconsistency, carelessness, and thoughtlessness are noted in the third section. Eight conclusions are reached, and benefits accruing to deans from their participation in the program are listed. Appended are questions used in the interviews with the deans. (FG)

ED223590 SP021366

Bryson, John M.

Using Structure, Action, and Power to Make Teacher Preparation Responsive to Public Law 94-142.

Pub Date 82

Note-30p.; In: Sivage, Carole R., And Others. Politics, Power, and Personality: The Roles of Deans in Dean's Grant Projects. Minnesota, National Support Systems Project, 1982. p71-100.

Available from-Not available separately; see SP 021 364.

Document Not Available from EDRS.

Descriptors-*Academic Deans; Decision Making; Educational Needs; Higher Education; Organizational Development; *Policy Formation; Political Power; *Power Structure; *Problem Solving; Program Development; *Schools of Education; Teacher Education; Teacher Educators

Identifiers-*Deans Grant Project

Organizational design for change of teacher education institutions should focus on the shaping of political activities through forums, arenas, and courts. Forums provide the medium for expression and competition of alternate ideas in the institution, and arenas are the medium for achieving group objectives through cooperation, contest, or conflict. Courts provide the medium for resolution of issues raised in the forum or arena. Support for this organizational design is based on the relationship of power to social interaction and social structure and on Anthony Gidden's theory of structurization, which provides a way to link interaction directly with structure. A model, designed to help with the administration and resource allocation aspects of Dean's Grant Projects, has six planning phases: (1) initial agreement on the planning mission; (2) needs assessment and problem identification; (3) search for possible solutions; (4) development of a plan for goal achievement; (5) plan review and adoption; and (6) implementation. The model indicates that, in teacher preparation institutions, successful organizational design and change depend on control over the media within which meaning is created, power is exercised, and evaluative judgments are made. (FG)

ED223591 SP021367

Bryson, John M.; Fladmoe-Lindquist, Karin

Changing Teacher Education: Addressing the Political Difficulties.

Spons Agency-Department of Education, Washington, DC.

Pub Date 82

Note-26p.; In: Sivage, Carole R., And Others. Politics, Power, and Personality: The Roles of Deans in Dean's Grant Projects. Minnesota, National Support Systems Project, 1982. p101-126.

Available from-Not available separately; see SP 021 364.

Document Not Available from EDRS.

Descriptors-*Change Strategies; College Planning; *Curriculum Development; *Decision Making; *Educational Objectives; Higher Education; Needs Assessment; *Resource Allocation; Schools of Education; Simulation; Teacher Education; Teacher Education Curriculum; Teacher Education Programs; *Teacher Educators

Identifiers-*Deans Grant Project

A study was conducted to find out how teacher educators would resolve difficulties arising from the introduction of new goals for teacher education programs. Judgments of 6 panels of 12 teacher educators were recorded and pooled during a simulated planning exercise. Participants were asked to design a process to achieve a specific goal within a given context and budget. Tactics and generic learning phases were listed on a game sheet. Three contexts were given for the teacher preparation program: within a large public university, small public university, and small private college. Each context had a set of "politically easy" or "politically difficult" situations, making a total of six contexts. Limitations of the research design included: (1) The design did not allow for the disentanglement of goal difficulty effects from technical difficulty effects on choices made in response to different levels of political difficulty; (2) The research design allowed for no controls; and (3) Budgets were so generous in the simulations that participants may not have been "forced" to make choices. Panel responses tended to be more similar than different, and teacher educators appeared to change strategies and tactics according to the situation. Although the results must be viewed as hypotheses to be tested, they represent a source of advice on teacher educator situational planning. (FG)

ED223592 SP021368

Okun, Kathy A.

Deans as Change Agents: Testing Assumptions of the Dean's Grant Program.

Pub Date 82

Note-40p.; In: Sivage, Carole R., And Others. Politics, Power, and Personality: The Roles of Deans in Dean's Grant Projects. Minnesota, National Support Systems Project, 1982. p127-166.

Available from-Not available separately; see SP 021 364.

Document Not Available from EDRS.

Descriptors-*Academic Deans; *Administrator Role; *Change Agents; Educational Innovation; Higher Education; Leadership; Preservice Teacher Education; *Program Administration; Schools of Education; *Self Evaluation (Individuals); Teacher Attitudes; Teacher Educators

Identifiers-*Deans Grant Project

A study assessed academic deans' abilities to promote change in schools of education, particularly in the area of Dean's Grant Project objectives (inclusion of Public Law 94-142 concepts in the teacher education curriculum). Surveys of 104 Dean's Grant Project administrators provided the basis for followup interviews at 16 project sites. Project administrators were 11 deans of schools or colleges of education, 2 academic deans, 1 associate dean, 1 teacher education director, and 1 academic vice president. Interviews were also conducted with 31 faculty members who had participated in Dean's Grant Project activities. Five research questions were posed: (1) Do deans of schools of education think that they are able to promote change? (2) Do target faculty members think that their deans are able to promote change within the institution? (3) What factors affect the deans' perceptions of their ability to promote innovation? (4) Is there a relation between deans' perceptions of their ability to promote change and successful conduct of Dean's Grant Projects? and (5) Do deans' past behaviors in regard to innovation (in general) and mainstreaming (in particular) affect their perceptions of their ability to promote the inclusion of mainstreaming concepts in teacher education curricula? From the initial survey, critical relationships were found among the deans' age and experience, type and size of institution, and confidence in ability to organize curricular reform. The interview data suggested that deans generally perceived themselves to be in key positions to act as change agents. The results of the study endorsed the assumption that authority to promote change is invested in a deanship. (FG)

ED223593 SP021369

Lougheed, Jacqueline, Ed.; And Others

In Defense of Youth: Youth Advocacy in Action. Alabama, Arizona, Georgia, Indiana, Maine, Michigan, Oregon, Texas, Vermont, West Virginia.

Department of Education, Washington, D.C. Teacher Corps.
Pub Date 82
Note-173p.; Prepared by the Youth Advocacy Teacher Corps Program.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Adolescents; Behavior Change; *Change Strategies; *Child Advocacy; Cooperative Programs; Correctional Education; Delinquency; *Delinquent Rehabilitation; *Disadvantaged Youth; *Educational Cooperation; Federal Programs; School Districts; Schools of Education; Secondary Education; Teacher Education Programs; Teaching Skills; Youth Problems; *Youth Programs
Identifiers-*Youth Advocacy Teacher Corps Program

The accomplishments and impact of 10 Youth Advocacy Teacher Corps projects in 1978-79 are highlighted in this publication. Section 1 presents an overview of the Teacher Corps from 1965 to 1982 and reviews the development, since 1976, of the 10 Youth Advocacy Projects (YAP). The objectives of the projects (to promote effective educational responses for young people in trouble through cooperative efforts among schools of education, local education agencies, and correctional treatment agencies) are discussed. In the second section, program descriptions written by project staff detail specific intervention strategies and program design and impact. The projects are: (1) "Schooling Alternatives for Troubled Youth" (Alabama) by Thomas W. Hewitt, Frank Turner, and Gwen Mance; (2) "Change & Collaboration: A University Perspective" (Arizona) by Alan R. Brown; (3) "Diversified New Fields of Inservice Education: Effective Tools for Youth Advocates" (Georgia) by Mae Christian Armster; (4) "Achieving Educational Service Goals" (Indiana) by Irving Levy and Fred Hakes; (5) "Country Living Youth Advocacy and Reality Therapy" (Maine) by James Toner; (6) "Intervention Strategies and Program Designs for Young People in Trouble" (Michigan) by Jacqueline Lougheed; (7) "Implementing Educational Services in a Detention Facility" (Oregon) by Terry Bullock, Richard I. Arends, and Frank Mills; (8) "Improving the Educational Opportunities of Troubled Youth: The Dallas Experience" (Texas) by Richard L. Simms; (9) "Vermont Youth Advocacy Teacher Corps Program" by Harry L. Thompson; and (10) "A Youth Advocacy Case Study" (West Virginia) by Alan H. Cooper and Kathryn Maddox. Section 3 presents an essay entitled "Impact and New Directions in Youth Advocacy" by Jacqueline Lougheed and abstracts of five documents, in the ERIC system, about selected YAP projects. (FG)

ED223594 SP021425

Henderson, David L.; And Others

Moonlighting, Salary, Morale, and the Approaching Teacher Shortage: A Follow-up Study.

Texas State Teachers Association.

Pub Date Oct 82

Note-17p.; For related document, see ED 212 559.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education; Followup Studies; *Job Satisfaction; *Multiple Employment; Public School Teachers; *Teacher Alienation; Teacher Associations; Teacher Employment; Teacher Morale; *Teacher Salaries; Teacher Shortage; *Teaching (Occupation); Teaching Conditions

Identifiers-*Texas

Two statewide surveys of Texas public school teachers who were members of the Texas State Teachers Association were conducted in 1980 and in 1982. The 1980 survey, with 291 respondents, revealed that many teachers were considering leaving teaching. Of these, almost half cited low salaries as the chief reason. The survey also revealed that holding a job during the school year as well as working during the summer was common among the respondents, although most of the summer jobs were in a very low paying category. The results of the survey conducted in 1982, with 319 respondents, indicated that a crisis in education still exists in Texas. Low salary remained the reason, given by more than one in three teachers, for seriously considering leaving the teaching profession. Nearly 30 percent of those surveyed were moonlighting to supplement their salaries. Teachers in Texas earned only 68 percent of what was needed to support a family of 4 in a middle-class but not affluent fashion. The rapid decline in real earning power that was observed in 1980 was checked over the past 2 years, due to larger than average salary increases. However, teaching salaries made no gain on the cost of living. Current findings offer no reason to revise the earlier prediction of a severe teacher shortage in Texas. It is planned that this study will be repeated every 2 years for the remainder of the decade. The 1982 survey questionnaire is appended to this report as well as a table comparing results of the 1980 and 1982 surveys. (JD)

ED223595 SP021427

Wiley, Marylee

Group Projects Abroad Planning, Orientation, Working With the Host Government.

Pub Date 6 Nov 82

Note-15p.; Paper presented at the African Studies Association (Washington, DC, November 6, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cooperative Planning; Grantsmanship; *Group Activities; Higher Education; Institutional Cooperation; Orientation Materials; Preservice Teacher Education; Program Budgeting; *Program Development; *Program Implementation; *Proposal Writing; School Responsibility; Seminars; *Study Abroad; Teacher Education Programs

Identifiers-*Group Projects Abroad

Advice is given for institutions applying for Group Projects Abroad (GPA) grants. Information is based on the successful planning and implementation of projects for preservice teachers in Tanzania and Zimbabwe. An outline and discussion is offered of factors that must be carefully examined to assure success of a GPA proposal: (1) quality of the support program of the institution submitting the proposal; (2) clarity and concurrence in program design if a consortium is involved; (3) clarity and concurrence in the program expectations and parameters by participants and supervisors in the local institution; (4) access to and development of firm support in the host country; (5) quality of pre-departure orientation; and (6) the viability and feasibility of logistics for the seminar. It is emphasized that the submitting institution must have adequate resources to prepare the participants, to plan a significant educational overseas program, and to guarantee perseverance in group followup activities upon their return. Goals of the program must be realistic and relevant to the objectives of the submitting institution's educational program development. Planning with the host country must be thorough and initiated far in advance of the time of the project. Participants must understand fully the expectations held by the project director regarding their responsibilities before, during, and after the seminar. (JD)

ED223596 SP021428

Wiley, Marylee

History of Outreach in National Centers for Foreign Languages and International Studies.

Pub Date May 82

Note-12p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cross Cultural Training; *Delivery Systems; *Global Approach; Grantsmanship; Higher Education; *Information Dissemination; International Studies; *Outreach Programs; *Resource Centers

Over the past decade, university-based outreach programs, established under the Title VI Higher Education Act in National Centers for Foreign Language and International Studies, have offered a variety of services to schools, community groups, the media, and other colleges and universities. Those outreach programs working in elementary and secondary education have focused on: (1) inservice teacher education; (2) evaluation and development of teaching materials; (3) planning overseas experiences for teachers and administrators; and (4) consultations with publishers. Funding for such programs is difficult to find, but private funding sources, federal grants, and user fees have been valuable financial support. The future of the program depends on strong and continued federal support. Recommendations, in the form of a long-range agenda for program directors and coordinators, are made for strengthening and improving outreach programs. Appended is a list of contacts in the National Resource Centers for: (1) Africa; (2) East Asia; (3) Inner Asia; (4) South Asia; (5) Southeast Asia; (6) Pacific Islands; (7) Canada; (8) East Europe and USSR; (9) Western Europe; (10) International Studies; (11) Latin America; and (12) Middle East. (JD)

ED223597 SP021429

Wiley, Marylee

Staff Development in Global Education: An Area Studies Perspective.

Pub Date May 82

Note-12p.; Paper presented at the National Conference on Professional Priorities: Shaping the Future of Global Education sponsored by Global Perspectives in Education (May 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Area Studies; Cultural Awareness; *Curriculum Development; Delivery Systems; Elementary Secondary Education; Enrichment Activities; *Inservice Teacher Education; *International Education; Museums; *Outreach Programs; Resource Materials; Resource Teachers; Social Studies; Staff Development; Study Abroad

Outreach programs were developed by National Resource Centers in Foreign Language and International Studies (often called "Title VI Centers") in response to a federal mandate. Much of the effort of those Title VI Centers' outreach coordinators who specialize in elementary and secondary education has been directed to staff development; however, in the past 10 years, several Title VI centers have worked actively in the K-12 arena. These centers include those focusing on African, Asian, Canadian, Eastern European, Latin American, and Middle Eastern studies. Outreach coordinators develop inservice program to broaden teachers' awareness of global education and provide instructional materials and other resources for their use in the classroom and workshops. Programs, organized for students and teachers, widen their appreciation of different cultures by using educational resources available at museums. Opportunities are provided for social studies teachers to participate in summer seminars abroad. The prerequisites for working as outreach coordinators are an understanding of the school setting, ability to work with teachers and an interest in providing resource materials to classroom teachers. An agenda for Title VI center outreach programs in the next 5 to 10 years incorporates building a national cadre of teachers with a global perspective appropriate to all grade levels and in all subjects. (JD)

ED223598 SP021432

Glass, Ray; And Others

Pupil Evaluation Team Handbook.

Maine State Dept. of Education, Augusta. Div. of Special Education.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jul 78

Contract No-OEC-300-77-0537

Note-192p.

Available from-Maine Department of Educational and Cultural Services, Division of Special Education, State House Station 23, Augusta, ME 04333.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Curriculum Design; *Educational Diagnosis; Educational Needs; Elementary Secondary Education; Exceptional Persons; *Individualized Education Programs; Parent Participation; Parent Teacher Cooperation; Program Evaluation; Program Implementation; Screening Tests; *Special Education; *Student Evaluation; *Student Rights; *Teamwork

Identifiers-Maine; *Pupil Evaluation Team (Process)

This handbook is designed to assist educators in Maine to implement the Pupil Evaluation Team (PET) process. PET is described as a group composed of parents, school professionals, and representatives of agencies responsible for determining special education needs of exceptional students. Chapters deal with: (1) the role of the PET chairperson within the school system; (2) the student screening process; (3) the referral of students to the PET; (4) evaluation procedures; (5) preparation of individual education programs (IEP); and (6) due process rights for students. Each chapter has sections dealing with major questions, checklists for PET program evaluation, and a list of resources for further information. A section of sample forms from various school districts and agencies is included for the chapters on referral, evaluation, IEP, and due process, as a guide for developing or reviewing local forms. (FG)

ED223599 SP021441

Baden, Donald J.

Faculty Involvement in Inservice Education--Research and Service in a Teaching University.

Pub Date 20 Nov 82

Note-27p.; Paper presented to the National Council of States on Inservice Education (Atlanta, GA, November 20, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Research; *Faculty Development; Faculty Evaluation; *Faculty Workload; Higher Education; Incentives; *Noninstructional Responsibility; Professional Recognition; Research Proposals; Schools of Education; *Teacher Educators; Teacher Participation; Teacher Role

Faculty members in schools, colleges, and departments of education can and should be actively involved in research, teaching, and service. Research and service functions are as integral to the mission of the school of education as teaching, and should be scheduled with as much care and planning. In one school of education, a 5-year plan to integrate faculty research, service, and teaching assignments began with the design of a matrix for nonscheduled and scheduled workload, a reward system, and service and research assignment planning. The nonscheduled assignments, comprising 25 percent of the workload, typically consist of student advising, syllabus preparation, and committee work; scheduled assignments of teaching, research, and service make up 75 percent of the faculty workload. Professional Service Units and peer-rated merit increases are awarded for service to the profession. A program has been devised to identify local school district needs and to provide professional assistance through faculty liaisons. Research assignments are planned 1 year in advance. Appended are sample forms and guidelines for faculty service assignments and research activities, an explanation of the Professional Service Units, and proposed research activities. (FG)

ED223600 SP021446

Wilson, Stephen; And Others

What Practitioners Can Teach Researchers about Research.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Sep 82

Contract No-400-78-0047

Note-23p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Research; *Educational Researchers; *Experimenter Characteristics; Inservice Teacher Education; *Research Methodology; *Research Problems; *Teacher Attitudes; Teacher Characteristics; *Teacher Participation; Teachers; Teaching Experience

Identifiers-*Researcher Practitioner Relationship

Critics have suggested that research on practice professions, such as teaching, and on their associated institutions could be strengthened by involving practitioners as research collaborators. As part of a larger investigation of a community-based teacher center, a study was undertaken to identify: (1) special issues inherent in a research design that stresses collaboration between practitioners and researchers; (2) differences in data and analysis as a result of practitioner involvement; and (3) differences in the "style" of research carried out by practitioners and professional researchers. The research design, and the recruitment, selection, and training procedures were modified, when needed, to allow for practitioner involvement. Four practitioners were selected and were involved in every stage of the research. Features of the practitioner research approach that were different from those of the professional researchers were: (1) acting rather than reflecting; (2) subjective involvement in the issue; (3) using everyday experience in questions and analysis; (4) using personal networks to gather data; and (5) building rapport. Practitioners brought resources and styles to research that could add important dimensions to data and analysis in some kinds of studies. Care needs to be taken that practitioners' methods do not lead the research into the nonobjective, nonrepresentational areas that some might fear. (FG)

ED223601 SP021447

Kelly, Edward J.; And Others

Resources for Classroom Teachers. Project S.P.E.C.T.R.E. Special Education Curriculum and Training for Regular Educators.

Nevada Univ., Las Vegas. Dept. of Special Education.

Pub Date [80]

Note-137p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Adjustment (to Environment); Behavior Modification; Career Education; Classroom Techniques; Diagnostic Teaching; *Disabilities; *Educational Diagnosis; Educational Resources; Educational Strategies; Elementary Secondary Education; Individual Instruction; *Individualized Education Programs; *Mainstreaming; Parent Participation; Student Evaluation; Student Motivation; Student Placement; *Teacher Responsibility; *Teaching Methods

Identifiers-Project SPECTRE

In this seven-section document about special education curriculum and training for regular educators, pertinent factors involved in the placement and treatment of exceptional students in regular classrooms are presented. Teachers' responsibilities in a mainstreamed classroom are clarified, and guidelines are offered for successfully meeting them. Section A deals with appropriate instructional objectives and content for students with the handicapping conditions of: mental retardation, deafness, orthopedic and other health impairments, emotional disturbances, visual and speech impairments, and specific learning disabilities. Statements outline the general program thrust for the development of Individualized Education Programs (IEPs), which can be adapted to unique student needs. Adjustive and adaptive goals in special education, for each of these handicapping conditions, are outlined. Section B presents an outline of the Education of All Handicapped Children Act (Public Law 94-142). An explanation is given of the features of IEPs and their development and implementation. A sample is included of a completed IEP form. In Section C, the assessment of exceptional children is covered. Examples of ways to screen for instruction and referral, sources and uses of information for special education placement, standardized tests commonly used for psychological evaluation, and notes on diagnostic prescriptive teaching and task analysis are included. Academic strategies are presented in Section D, including reading strategies, screening strategies for developmental dyslexia, a kinesthetic method of teaching words, factors influencing ease/difficulty of handwriting tasks, mathematics strategies, and curricular adaptations for the mildly handicapped secondary student. Section E discusses methods for behavior management and covers classroom behavior, study hall behavior, reward systems, and elimination of undesirable behavior. Career education for the handicapped student is discussed in section F, and section G offers advice on working with parents. (JD)

ED223602 SP021448

Financial Planning Education. A Challenge for Teachers, Trainers, and Institutions.

American Council of Life Insurance, Washington, D.C.; Association of Teacher Educators, Reston, Va.

Pub Date 82

Note-123p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adult Basic Education; Budgeting; Community Colleges; *Consumer Economics; *Consumer Education; Credit (Finance); *Economics Education; Educationally Disadvantaged; Elementary Secondary Education; *Family Life Education; Home Economics; Inflation (Economics); Insurance; *Money Management; *Teacher Education

This publication is designed to help teachers develop better skills in the teaching of personal and family financial planning and consists of eight chapters: (1) Personal and Family Financial Education: The Need and Structure (C. Raymond Anderson); (2) Development of Self-Concept in Relation to Personal and Family Financial Planning Strategies (Mervin D. Lynch and Melissa Levi Heuston); (3) Roots, Regulations, and Relevance from a Consumer Perspective (Mary Beth Minden); (4) Personal and Family Financial Planning in Social Studies Education (Roger C. Niemeyer); (5) Personal and Family Financial Planning in Home Economics Curriculums (E. Thomas Garman); (6) Financial Planning for Undereducated Adults: A Process Approach (John W. Tibbetts and Dorothy Westby-Gibson); (7) The Community College and Personal and Family Financial Planning (James L. Wattenbarger); and (8) Better Teacher Education Through Personal and Family Financial Planning (Joel L. Burdin). (JD)

ED223603 SP021458

Feiman-Nemser, Sharon
Staff Development and Learning to Teach.
Pub Date Oct 82
Note-18p.; Paper presented at the Annual Meeting of the National Council of Staff Development (Detroit, MI, October 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Beginning Teachers; *Developmental Stages; Experiential Learning; Higher Education; *Lifelong Learning; Professional Continuing Education; Teacher Background; Teacher Centers; *Teacher Education; Teacher Effectiveness; Teacher Improvement; *Teacher Motivation; *Teaching Experience

Learning to teach ought to be a major province of inservice rather than of preservice teacher education. A "learning to teach continuum" consists of four phases in a teacher's development. During the pretraining phase, which begins with the first childhood exposure to school, patterns and ideas of teaching are formed, and a model of teaching is internalized. In this way, before starting their formal pedagogical work, teachers have already had considerable informal preparation for teaching. The preservice phase of a teacher's development exposes teachers to the knowledge base of the profession in a systematic way. There is a general impression that teachers think their education courses are too theoretical and not sufficiently practical and that the most valuable part of teacher education is student teaching. Student teaching may, however, foster too narrow a vision of teaching. It is during the first years of actual teaching, or the induction phase of learning to teach, that the teacher's view of teaching broadens from learning to teach to learning from teaching. The problems faced by beginning teachers should alert them to their needs and provide a basis for future problem solving strategies. The inservice phase of learning spans the rest of the teacher's career, where helping teachers to become motivated to improve their own performance and expand their own learning is a legitimate inservice priority. The teacher center concept is vital for inservice education, since it provides professional interactions with peers. (JD)

ED223604 SP021459

Massey, Sara R., Ed.
Student Teachers Handbook.
Incarnate Word Coll. , San Antonio, TX.
Pub Date [79]
Note-55p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Cooperating Teachers; Higher Education; Preservice Teacher Education; *Student Teachers; *Student Teacher Supervisors; *Student Teaching; Teacher Evaluation; *Teacher Responsibility; *Teacher Role; Teaching Experience
Identifiers-Incarnate Word College TX

This handbook was developed as a guide for student teachers, supervising teachers, and cooperating teachers participating in the student teaching program at Incarnate Word College (San Antonio, Texas). Section 1, the introduction, lists the six objectives of the student teaching program. Section 2 delineates program guidelines and policy. The third section discusses the role and responsibilities of the student teacher and suggests classroom techniques. Forms are included to record the student teacher's schedule and teaching activities, and course evaluation. Section 4 provides information on the status and responsibilities of the supervising teacher, along with planning guidelines and student teacher evaluation forms. The duties of the college supervisor in orientation, visitation, conferences, and evaluation are outlined in the fifth section. Appendixes provide two suggested methods of student teacher lesson planning and questions for evaluating lesson presentation. (FG)

ED223605 SP021460

Reynolds, Pat; Clark, Milton L.

Perspectives on In-Service Teacher Education: An Overview of the Literature and Current Provisions in W. A. Report One. Western Australian In-Service Teacher Education Project.

Western Australia Post Secondary Education Commission, Nedlands.

Report No-ISBN-0-7244-6485-9
Pub Date Apr 82
Note-110p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Educational Objectives; *Educational Trends; Elementary Secondary Education; Foreign Countries; *Inservice Teacher Education; Needs Assessment; Professional Associations; *Program Development; *Program Evaluation; Teacher Attitudes; Teacher Improvement; Teacher Participation

Identifiers-*Australia; *Western Australian Inservice Teacher Educ Project

This report contains reviews of relevant Australian literature and of inservice teacher education programs in Australia and in other countries. The first part of this report describes the origin and objectives of the Western Australian In-Service Teacher Education Project. In the report's second section, trends in the definition of inservice teacher education and its objectives are reviewed, along with a discussion of needs assessment from the various perspectives of those involved in inservice teacher education. Models which have been developed for inservice education programs are summarized, and the evaluation of inservice programs and methods is discussed. The report's third part contains an overview of past and current inservice teacher education programs in Western Australia. Programs developed by or for the Teacher Development Branch, Catholic Education Commission, Independent Schools Education Committee, and the Community Education Centre are described. Other trends emerging in Australia and in other countries are noted, and trends evident in other countries are compared, analyzed, and related to current practices in Australia. A bibliography of the reviewed literature is appended. (JD)

ED223606 SP021482

Weller, L. David

Teacher Performance Assessment Instruments: A "Personalized" Approach to Staff Development.

Pub Date Feb 82

Note-12p.; Paper presented at the National Conference of the Association of Teacher Educators (Phoenix, AZ, February 14-17, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Beginning Teachers; *Cooperative Programs; Elementary Secondary Education; *Evaluation Criteria; Individualized Instruction; *Inservice Teacher Education; Minimum Competencies; Teacher Education Programs; *Teacher Evaluation; Teacher Improvement; *Teaching Skills

Identifiers-*Teacher Performance Assessment Instruments

A need exists for a comprehensive inservice teacher education delivery system which: (1) is sequential; (2) is based on identified teacher needs through classroom observations and analysis of unit and daily lesson plans; and (3) promotes professional growth and facilitates the achievement of program goals. A survey conducted by professors with the University of Georgia Teacher Assessment Project identified 14 generic competencies comprising 3 categories: teaching plans and materials, classroom procedures, and interpersonal skills. These competencies formed the Teacher Performance Assessment Instrument (TPAI) used in a triad teacher evaluation, conducted by a certified data collector, a building principal, and a peer teacher selected by the teacher being assessed. A personalized synergistic approach to staff development at the local level was developed using the TPAI findings to increase latent teacher competencies. The program was a collaborative effort involving beginning teachers, exemplary teachers selected by the school district as resource persons, and university instructors. After skill needs were identified, instruction was given through small and large group discussion, demonstrations, tutorial exercises, role playing, classroom visits, and resource materials. The resource teachers acted as role models and assisted in classroom observations as well as in the preparation of teaching materials. The 23 teachers who participated in the winter 1981 program successfully demonstrated competency in all areas during the final observation. (FG)

ED223607 SP021484

Burden, Paul R.

Learning Centers in the Middle School Classroom.

Pub Date 29 Oct 82

Note-12p.; Paper presented at the Annual Meeting of the National Middle School Association (Kansas City, KS, October 29, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Class Activities; *Class Organization; Classroom Techniques; *Independent Study; Junior High Schools; *Learning Centers (Classroom); *Middle Schools; *Small Group Instruction; Student Motivation; Teaching Methods

This paper provides an orientation to learning centers for middle school teachers. A description is given of the characteristics of a learning center and the kinds of student activities that can best be conducted in an area set apart for individual or small group projects. Benefits from using learning centers, are cited, such as added variety to the classroom routine, enriched instructional activities through visual, auditory, and tactile senses, and encouragment of student motivation and independence. Various uses of learning centers are suggested, including developing specific skills, enriching the existing school curriculum, and providing opportunities for students to explore their own interests. Specific planning concerns in the preparation of a learning center are discussed, focusing on selecting the appropriate type of learning center, specifying objectives, deciding about space and design, acquiring materials, and selecting student groups and learning activities. A bibliography of 50 items on learning centers is included. (JD)

ED223608 SP021486

Armstrong, Carmen L.

Stages of Inquiry in Art: Model, Rationale and Implications.

Pub Date 82

Note-35p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Art Education; *Art Expression; Art Teachers; *Cognitive Processes; Creative Art; Critical Thinking; *Developmental Stages; *Inquiry; Self Evaluation (Individuals); *Self Expression; Teaching Methods; *Visual Arts; Visualization

The structure of inquiry in art is a set of behavioral stages, comparable with creative process stages, in which persons think in and about the visual mode of perception. The stages include behaviors identified by Dewey as factors or phases of reflective thought and as stages in the pattern of inquiry. The stages also show relatedness to problem solving, critical thinking behaviors, and other delineations of inquiry that can be extended into practice by art teachers. The behavioral stages of inquiry in art are: (1) set a direction, arouse an interest, note a problem worthy of interest; (2) discover, experiment, find a focus; (3) visually analyze, examine closely; (4) classify, sort, organize, form concepts; (5) personally analyze, reflect, and react to personal preferences; (6) select, hypothesize, give form to an idea; (7) elaborate, modify, restructure; (8) synthesize; and (9) self-evaluate, as artist or as critic. (FG)

ED223609 SP021490

Burden, Paul R.

Implications of Teacher Career Development: New Roles for Teachers, Administrators, and Professors.

Pub Date 9 Aug 82

Note-12p.; Paper presented at the National Summer Workshop of the Association of Teacher Educators (Slippery Rock, PA, August 9, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Beginning Teachers; *Career Development; Career Guidance; *Developmental Stages; Elementary Secondary Education; Professional Development; Teacher Attitudes; *Teacher Behavior; *Teacher Education; Teacher Education Programs; *Teachers; *Teaching (Occupation); Teaching Skills

Teacher career development deals with changes teachers experience throughout their careers, in: (1) job skills, knowledge, and behaviors; (2) attitudes and outlooks toward teaching; and (3) job events and

advancement. A growing body of research indicates that teachers have different job skills, knowledge, behaviors, attitudes, and concerns at different points in their careers, and that these changes follow a regular developmental pattern A study, useful for discussing and developing plans for professional growth, evaluates teachers' survival, adjustment, and mature stages. Administrators and supervisors should become familiar with the new research on teacher career development so that they can provide appropriate assistance for teachers, whether they are in the induction phase or nearing retirement. Teacher educators should examine and revise content in teacher training programs to prepare students for their first year of teaching. Information about teacher career development also would enable preservice teachers to be aware of and anticipate professional changes which they might experience. Questions about the value and characteristics of teacher career development, as well as on the responsibility of teacher educators, remain to be answered. (FG)

ED223610 SP021497

In-Service Education and Training of Teachers. A Condition for Educational Change.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-ISBN-92-64-12372-5
Pub Date 82
Note-89p.
Available from-OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Ave. N.W., Washington, DC 20006 ($7.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Comparative Education; Educational Research; Foreign Countries; Individual Needs; *Inservice Teacher Education; International Educational Exchange; *Policy Formation; Postsecondary Education; *Professional Continuing Education; Program Costs; *Program Development; Program Effectiveness; *Program Evaluation; School Role; Teacher Characteristics; Teacher Effectiveness; Teacher Improvement
Identifiers-*Inservice Educ and Training of Teachers (Project)

This report presents a synthesis of studies on the present situation and emerging policies of the Inservice Education and Training of Teachers (INSET) Project, developed collaboratively by members of the Organisations for Economic Cooperation and Development (OECD). The project achieved a broad dissemination of national practices and experience, enabling comparative analyses on an international scale. This report draws upon documents and papers from several OECD member countries: Australia, Canada, France, Germany, Switzerland, Japan, Netherlands, Sweden, United Kingdom, United States, and Italy. Chapter one provides an introduction and description of the INSET Project. The importance and scope of INSET is discussed in chapter two. Chapter three deals with teachers' characteristics and INSET needs. The fourth chapter considers the role of the school in inservice programs. Chapter five discusses the training of INSET trainers. The sixth chapter covers the cost, finances, and resources of and for INSET, and evaluation techniques and policies for INSET are described in chapter seven. Evidences of effective INSET activities are cited and discussed in chapter eight. Main conclusions on the INSET Project and their implications for policy and research are considered in the ninth chapter. The tenth chapter offers a framework for the development of new policies. The bibliography in the eleventh chapter cites contributors to the report by name and title. A chart is presented illustrating the structure and content of the INSET Project. (JD)

ED223611 SP021501

Fizzell, Robert L.

The Status of Styles.

Pub Date Oct 82

Note-16p.; Paper presented at the Annual Conference of the Midwest Association of Teachers of Educational Psychology (October 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement; *Cognitive Style; Educational Environment; Elementary Secondary Education; *Individual Differences; Learning Processes; Nontraditional Education; Personality Traits; *Student Characteristics; *Student Placement; *Student School Relationship; Teaching Styles

Learning style studies that describe students' individual learning differences and studies on types of schooling which best match students' cognitive styles are examined. Three approaches to the subject are discussed: (1) global personality perspectives, which look at several general traits; (2) cognitive mapping with minute analysis of many traits; and (3) school-oriented approaches, which try to balance individual trait analysis against possibilities in structuring schools. An analysis is presented of research on how these approaches define learning styles and how they offer ways in which learning style may be successfully matched with different types of schools and teaching methods. Several questions of philosophy and values are discussed: (1) importance of meeting a style difference; (2) ability to adapt to a situation that does not fit one's own learning style; and (3) attitude of the school toward adaptability. From these considerations, it is concluded that many students could significantly improve achievement if their needs for different learning environments were met. It is suggested that ability to adapt to a less than desirable learning situation depends on the student's fundamental learning ability and self-confidence. The paper concludes with a discussion of beliefs about the nature of schools and their role in society and about how these beliefs influence educators' responses to learning style differences. (JD)

ED223612 SP021503

Wood, Fred H.; Johnson, Gil

Staff Development and the /I/D/E/A/ School Improvement Project.

Institute for Development of Educational Activities, Dayton, Ohio.

Pub Date [82]

Note-16p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Involvement; Educational Change; Educational Environment; *Educational Improvement; Elementary Secondary Education; *Improvement Programs; *Inservice Teacher Education; *Program Development; School Effectiveness; *Staff Development; Workshops

Identifiers-*IDEA Model; *RPTIM Model

The Institute for Development of Educational Activities (/I/D/E/A/) School Improvement Program (SIP) is based upon a school-based approach to staff development and school improvement program known as the Readiness, Planning, Training, Implementation, and Maintenance (RPTIM) Model. There are five stages to the RPTIM Model: (1) readiness, dealing with issues of school climate, developing group norms and group expectations, and goals for improvement; (2) planning, developing specific plans for conducting professional development activities required to achieve goals; (3) training, the stage where the staff development plans are implemented; (4) implementation, the stage in which new knowledge and skills learned in inservice training are installed into everyday practice; and (5) maintenance, behaviors installed in daily practice are monitored to assure that they continue to be used. These stages are defined by a total of 38 model practices which identify the specific tasks that are to be completed in each stage and the persons who are responsible for making key decisions. Schools that participate in the SIP involve parents, teachers, administrators, students, and interested community members in the five-stage RPTIM cycle. Results of informal evaluation studies from SIP schools, in their second or third year of implementation, are presented. Information is provided on how /I/D/E/A/ works with schools and districts, its cost, and the name of the contact person for the project. Appendix A outlines the 38 RPTIM Model Practices, and Appendix B presents a list of nine principal objectives on which programs are designed for SIP sites. (JD)

ED223613 SP021504

Miller, Richard E.; Kitzerow, Leslie J.

Drug Education for University Students and Residence Services.

Pub Date 9 Oct 82

Note-41p.; Paper presented at the Annual Convention of the American School Health Association (56th, Phoenix, AZ, October 9, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Students; Dormitories; *Drug Education; Drug Use; Higher Education; *Information Dissemination; *Program Development; Resident Assistants; *Residential Programs; *School Health Services; Student Attitudes

Identifiers-Kent State University OH

Attempts at providing drug information and drug education to resident students, Residence Directors (RD's), and Residence Student Advisors (RSA's) at Kent State Universtiy (Ohio) had three major objectives: (1) provide substance abuse awareness to residence hall students by disseminating drug information; (2) supplement the training of RD's and RSA's with drug education; and (3) institute drug education programming in residence halls. The Substance Abuse Committee, consisting of a residence-area coordinator, two RD's, and two RSA's, was formed. Resources for educating students were obtained and distributed, and a survey to ascertain student attitudes and behavior concerning drug use was developed. The first and second objectives were accomplished successfully. The third, implementing drug education in the dormitories, was less successful. It was felt that the university's Department of Residence Services had difficulty in perceiving and understanding the nature of this task and its relation to their operations, and the notion of drug education was mistakenly confused with drug information. Further plans are being made for implementing a comprehensive drug education program. Appendixes include: (1) a resource list for substance abuse information; (2) a sample survey questionnaire eliciting information on student drug involvement; (3) survey findings from the questionnaire distributed at Kent State University; and (4) a sample drug education presentation. (JD)

ED223614 SP021510

Crabtree, Vaun C.

An Analysis of the Compilation of Position Statements on Teacher Education Programs and Related Matters by Members of the Forum of Education Organization Leaders (FEOL).

American Association of Colleges for Teacher Education, Washington, D.C.
Pub Date 16 Nov 82
Note-109p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Admission Criteria; College Faculty; Competency Based Teacher Education; Higher Education; *Inservice Teacher Education; *Organizational Objectives; *Professional Associations; *Professional Recognition; Student Teaching; Teacher Centers; Teacher Certification; *Teacher Education; Teacher Evaluation; Teacher Recruitment; *Teacher Supply and Demand

This document offers a compilation and analysis of position statements, issued by associations that form the Forum of Education Organization Leaders (FEOL), on teacher education programs, teacher inservice and professional development, teacher supply and demand, and professional image building. Information was sought on: (1) areas of preservice and inservice teacher education covered by each organization's position statements; (2) whether teacher supply and demand and professional image building are covered in each organization's position statements; and (3) the areas of agreement and disagreement between FEOL members on the topics under consideration. Position statements were obtained from the: (1) American Association of Colleges for Teacher Education (AACTE); (2) American Association of School Administrators (AASA); (3) American Federation of Teachers (AFT); (4) Council of Chief State School Officers (CCSSO); (5) Education Commission of the States (ECS); (6) National Association of Elementary School Principals (NAESP); (7) National Association of Secondary School Principals (NASSP); (8) National School Boards Association (NSBA); (9) National Congress of Parents and Teachers (NCPT); (10) National Education Association (NEA); (11) American Educational Research Association (AERA); (12) Association for Supervision and Curriculum Development (ASCD); and (13) National Association of State Boards of Education (NASBE). (JD)

ED223615 TM820303

Science Library of Test Items. Volume Three. Mastery Testing Programme. Introduction and Manual.

New South Wales Dept. of Education, Sydney (Australia).
Report No-ISBN-0-7240-4108-7
Pub Date [Mar 79]
Note-103p.; The Library of Test Items series includes ED 218 284-299, TM 820 304-321, and TM 820 892-895. For related supplementary documents, see TM 820 308-313 and TM 820 895. Previously announced (but not reproduced) as ED 184 807.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Foreign Countries; Item Banks; *Mastery Tests; *Natural Sciences; *Science Tests; Secondary Education; Secondary School Science; *Test Construction; *Testing Programs
Identifiers-*Australia (New South Wales); *Test Manuals

A set of short tests aimed at measuring student mastery of specific skills in the natural sciences are presented with a description of the mastery program's purposes, development, and methods. Mastery learning, criterion-referenced testing, and the scope of skills to be tested are defined. Each of the multiple choice tests for grades 7 through 10 are aimed at a single skill. A test construction guide and instructions for administering the tests are included with a list of the tests available in the program. Among the skills tested are identification, comprehension of tables and graphs, measurements, and calculations. The appendices include answer keys, a sample answer sheet, and inspection copies of 26 tests with scope notes and scoring information. (CM)

ED223616 TM820304

Science Library of Test Items. Volume Four: Practical Testing Guide.
New South Wales Dept. of Education, Sydney (Australia).
Report No-ISBN-0-7240-4220-2
Pub Date 79
Note-106p.; The Library of Test Items series includes ED 218 284-299, TM 820 303-321, and TM 820 892-895.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Criterion Referenced Tests; Foreign Countries; *Laboratory Procedures; Norm Referenced Tests; *Science Tests; Secondary Education; *Secondary School Science; *Test Construction
Identifiers-*Australia (New South Wales); *Test Manuals

As one in a series of test items collections developed by the Assessment and Evaluation Unit of the Directorate of Studies, the guide gives a wide range of questions and activities for the manipulation of scientific equipment to allow assessment of students' practical laboratory skills. Instructions are given to make norm-referenced or criterion-referenced tests and to evaluate the results. Sample answer sheets are provided. Test outlines in the guide consist of questions, procedures, equipment lists, special requirements and suggested grading of procedures. Science processes of measurement, drawing, dissection, observation and experimental methodology in adhesion, cells, circulation, color and other areas are outlined. Teachers may alter, modify or delete any test to suit program purposes. (CM)

ED223617 TM820305

Macinnis, Peter

Science Library of Test Items. Volume Five. Readability and Science Testing.

New South Wales Dept. of Education, Sydney (Australia).

Report No-ISBN-0-7240-4452-3

Pub Date Oct 79

Note-37p.; The Library of Test Items series includes ED 218 284-299, TM 820 303-321, and TM 820 892-895.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Comprehension; Foreign Countries; *Readability; *Readability Formulas; *Science Tests; *Scientific Literacy; Secondary Education; Secondary School Science; Test Construction

Identifiers-*Australia (New South Wales); *Test Manuals

As an estimate of probability of readability is discussed within the problem of ensuring that science tests meet the purposes of measuring skills, knowledge and ability of students. The necessity of technical terms is cited while arguing that testing for language should not interfere with tests for knowledge and skills. A review of formulas for measuring readability is presented to establish general principles, and several approaches to solutions in readability and testing are discussed. The appendices include a table and a scale for measuring reading ease by Flesch and a summary of findings by Gardner on student understanding of science connecting words. A word list shows percentages of correct usage of science terms in the context indicated. (Author/CM)

ED223618 TM820306

Blackburn, Mary; And Others

Science Library of Test Items. Volume Six. Comprehension Testing Programme. Part 1: A Manual for Teachers (Exercises 1-63).

New South Wales Dept. of Education, Sydney (Australia).

Report No-ISBN-0-7240-4446-9

Pub Date 80

Note-124p.; The Library of Test Items series includes ED 218 284-299, TM 820 303-321, and TM 820 892-895. For related documents, see TM 820 307 and TM 820 314-315. Contains small print throughout.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Diagnostic Tests; Foreign Countries; *Reading Comprehension; *Science Tests; *Scientific Literacy; Secondary Education; Secondary School Science; *Test Construction

Identifiers-*Australia (New South Wales); *Test Manuals

A set of science exercises annotated for teachers and designed for diagnostic and formative testing are presented with a description of the comprehension testing program. The exercises are meant to develop skills in processing scientific information through critical reading and communication skills. The annotations suggest how teachers may use a range of passages and questions to test vocabulary, content, inference and conceptual comprehension, and how skills needing further development can be identified. Research questions are included. The sources of the material are relevant periodical articles and general science texts. School texts are not used. The exercise questions were written by teachers and were reviewed and pretested for use by students from grade 7 to 10. (CM)

ED223619 TM820307

Blackburn, Mary; And Others

Science Library of Test Items. Volume Seven. Comprehension Testing Programme. Part 2: Print Masters for Reproduction (Exercises 1-63).

New South Wales Dept. of Education, Sydney (Australia).
Report No-ISBN-0-7240-4454-X
Pub Date 80
Note-105p.; The Library of Test Items series includes ED 218 284-299, TM 820 303-321, and TM 820 892-895. For related documents, see TM 820 306 and TM 820 314-315.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Diagnostic Tests; Foreign Countries; *Reading Comprehension; *Science Tests; *Scientific Literacy; Secondary Education; Secondary School Science; *Test Construction
Identifiers-*Assessment Instruments; *Australia (New South Wales)

Print masters for the reproduction of 63 exercises in diagnostic and formative testing of science comprehension skills are provided. Passages from science periodicals and general texts are presented with items to test vocabulary, content and conceptual comprehension. Research questions are included in the program for use in grades 7 through 10. (CM)

ED223620 TM820308

Science Library of Test Items. Volume Eight. Mastery Testing Program. Series 3 & 4 Supplements to Introduction and Manual.

New South Wales Dept. of Education, Sydney (Australia).

Report No-ISBN-0-7240-4108-7

Pub Date 80

Note-83p.; The Library of Test Items series includes ED 218 284-299, TM 820 303-321, and TM 820 892-895. For related documents, see TM 820 303 and TM 820 309-313. Some tables contain small print.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Foreign Countries; Item Banks; *Mastery Tests; *Natural Sciences; *Science Tests; Secondary Education; Secondary School Science; *Test Construction; *Testing Programs

Identifiers-*Australia (New South Wales); *Test Manuals

Continuing a series of short tests aimed at measuring student mastery of specific skills in the natural sciences, this supplementary volume includes teachers' notes, a users' guide and inspection copies of test items 27 to 50. Answer keys and test scoring statistics are provided. The items are designed for grades 7 through 10, and a list of the mastery program tests is included with ordering information. (CM)

ED223621 TM820309

Science Library of Test Items. Volume Nine. Mastery Testing Programme. [Mastery Tests Series 1.] Tests M1-M13.

New South Wales Dept. of Education, Sydney (Australia).

Pub Date [78]

Note-55p.; The Library of Test Items series includes ED 218 284-299, TM 820 303-321 and TM 820 892-895. For related documents, see TM 820 303 and TM 820 308-313.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Foreign Countries; *Item Banks; *Mastery Tests; Natural Sciences; *Science Tests; Secondary Education; Secondary School Science; *Test Construction; *Testing Programs

Identifiers-*Assessment Instruments; *Australia (New South Wales)

As part of a series of tests to measure mastery of specific skills in the natural sciences, copies of the first 13 tests are provided. Skills to be tested include: (1) reading a table; (2) using a biological key; (3) identifying chemical symbols; (4) identifying parts of a human body; (5) reading a line graph; (6) identifying electronic and electrical symbols; (7-8) naming laboratory apparatus; (9-10) identifying the bones of the human skeleton by technical and common names; (11) naming the branches of science; (12) converting metric mass; and (13) identifying hazards in a laboratory. The multiple choice questions were written for students in grades 7 through 10. Teachers' notes and scoring information are provided for each test. (CM)

ED223622 TM820310

Science Library of Test Items. Volume Ten. Mastery Testing Programme. [Mastery Tests Series 2.] Tests M14-M26.

New South Wales Dept. of Education, Sydney (Australia).

Pub Date [78]

Note-53p.; The Library of Test Items series includes ED 218 284-299, TM 820 303-321, and TM 820 892-895. For related documents, see TM 820 303 and TM 820 308-313.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Foreign Countries; *Item Banks; *Mastery Tests; Natural Sciences; *Science Tests; Secondary Education; Secondary School Science; *Test Construction; *Testing Programs

Identifiers-*Assessment Instruments; *Australia (New South Wales)

As part of a series of tests to measure mastery of specific skills in the natural sciences, copies of tests 14 through 26 include: (14) calculating an average; (15) identifying parts of the scientific method; (16) reading a geological map; (17) identifying elements, mixtures and compounds; (18) using Ohm's law in calculation; (19) interpreting food chains, webs and pyramids; (20) measuring angles of incidence, reflection and refraction; (21) calculating kinetic energy; (22) using F=ma; (23) using a table of geological pyramids; (24) using scientific notation 2; (25) manipulating equations; and (26) undertaking experimental design. The multiple choice questions were written for students in grades 7 through 10. Teachers' notes and scoring information are provided for each test. (CM)

ED223623 TM820311

Science Library of Test Items. Volume Eleven. Mastery Testing Programme. [Mastery Tests Series 3.] Tests M27-M38.

New South Wales Dept. of Education, Sydney (Australia).

Pub Date [79]

Note-49p.; The Library of Test Items series includes ED 218 284-299, TM 820 303-321, and TM 820 892-895. For related documents, see TM 820 303 and TM 820 308-313.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Foreign Countries; *Item Banks; *Mastery Tests; Natural Sciences; *Science Tests; Secondary Education; Secondary School Science; *Test Construction; *Testing Programs

Identifiers-*Assessment Instruments; *Australia (New South Wales)

As part of a series of tests to measure mastery of specific skills in the natural sciences, copies of tests 27 through 38 include: (27) reading a grid plan; (28) identifying common invertebrates; (29) characteristics of invertebrates; (30) identifying elements; (31) using scientific notation part I; (32) classifying minerals; (33) predicting the activity of metals; (34) interpreting ticker tapes; (35-36) predicting direction in a magnetic field 1 and 2; (37) dividing in scientific notation; and (38) using Ohm's law 2. The multiple choice questions were written for students in grades 7 to 10. Teachers' notes and scoring information are provided for each test. (CM)

ED223624 TM820312

Science Library of Test Items. Volume Twelve. Mastery Testing Programme. [Mastery Tests Series 4.] Tests M39-M50.
New South Wales Dept. of Education, Sydney (Australia).
Pub Date [80]
Note-49p.; The Library of Test Items series includes ED 218 284-299, TM 820 303-321, and TM 820 892-895. For related documents, see TM 820 303 and TM 820 308-313.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Foreign Countries; *Item Banks; *Mastery Tests; Natural Sciences; *Science Tests; Secondary Education; Secondary School Science; *Test Construction; *Testing Programs
Identifiers-*Assessment Instruments; *Australia (New South Wales)

As part of a series of tests to measure mastery of specific skills in the natural sciences, copies of tests 39 through 50 include: (39) using a code; (40) naming the parts of a microscope; (41) calculating density and predicting flotation; (42) estimating metric length; (43) using SI symbols; (44) using s=vt; (45) applying a novel theory; (46) calculating magnifications; (47) identifying trends in data; (48) calculating averages in practical situations; (49) applying a theory of genetics; and (50) multiplying in scientific notation. The multiple choice questions were written for students in grades 7 through 10. Teachers' notes and scoring information are provided for each test. (CM)

ED223625 TM820313

Science Library of Test Items. Volume Thirteen. Mastery Testing Program. [Mastery Tests Series 5.] Tests M51-M65.

New South Wales Dept. of Education, Sydney (Australia).
Pub Date [80]
Note-64p.; The Library of Test Items series includes ED 218 284-299, TM 820 303-321, and TM 820 892-895. For related documents, see TM 820 303 and TM 820 308-312.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Foreign Countries; *Item Banks; *Mastery Tests; Natural Sciences; *Science Tests; Secondary Education; Secondary School Science; *Test Construction; *Testing Programs
Identifiers-*Assessment Instruments; *Australia (New South Wales)

As part of a series of tests to measure mastery of specific skills in the natural sciences, copies of tests 51 through 65 include: (51) interpreting atomic and mass numbers; (52) extrapolating from a geological map; (53) matching geological sections and maps; (54) identifying parts of the human eye; (55) identifying the functions of parts of a plant; (56) interpreting food test results; (57) applying the theory of mechanical advantage; (58) reading a linear rule; (59) reading a circular scale; (60) predicting ratios in genetics; (61) reading a flow diagram; (62) using a flow chart of physical processes; (63) interpreting a flow chart of operations; (64) using codes; and (65) naming carbon compounds. The multiple choice questions were written for students in grades 7 through 10. Teachers' notes and scoring information are provided for each test. (CM)

ED223626 TM820314

Blackburn, Mary; And Others

Science Library of Test Items. Volume Fourteen. Comprehension Testing Program, 2. Part 3: A Manual for Teachers, 2 (Exercises 64-150).

New South Wales Dept. of Education, Sydney (Australia).

Report No-ISBN-0-7240-5865-6

Pub Date 81

Note-142p.; The Library of Test Items series includes ED 218 284-299, TM 820 303-321, and TM 820 892-895. For related documents, see TM 820 306-307, and TM 820 315; Small print throughout.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Diagnostic Tests; Foreign Countries; *Reading Comprehension; *Science Tests; *Scientific Literacy; Secondary Education; Secondary School Science; *Test Construction

Identifiers-*Australia (New South Wales); *Test Manuals

A set of 87 science exercises annotated for teachers and designed for diagnostic and formative testing are presented with a description of the purposes of the comprehension testing program. The exercises are meant to develop skills in processing scientific information through critical reading skills development. The annotations suggest how teachers may use a range of passages and questions to test vocabulary, content, inference, and conceptual comprehension; attitude acquisition; and creativity skills. Skill areas needing further development can be identified. The exercises were written by teachers and were reviewed and pretested for students in grades 7 through 10. (CM)

ED223627 TM820315

Blackburn, Mary; And Others

Science Library of Test Items. Volume Fifteen. Comprehension Testing Program, 2. Part 4: Print Masters for Reproduction (Exercises 64-150).

New South Wales Dept. of Education, Sydney (Australia).
Report No-ISBN-0-7240-5873-7
Pub Date 81

Note-121p.; The Library of Test Items series includes ED 218 284-299, TM 820 303-321, and TM 820 892-895. For related documents, see TM 820 306-307 and TM 820 314.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Diagnostic Tests; Foreign Countries; *Reading Comprehension; *Science Tests; *Scientific Literacy; Secondary Education; Secondary School Science; *Test Construction
Identifiers-*Australia (New South Wales); *Test Manuals

Print masters for 87 exercises in diagnostic and formative testing of science comprehension skills are provided for reproduction and test construction. Passages from science periodicals and general science texts are presented with questions testing vocabulary, conceptual, and content comprehension. Research questions are included in the program for use in grades 7 through 10. TM 820 314 provides the teachers' manual accompanying the exercises. (CM)

Science Library of Test Items. Volume Seventeen. A Collection of Multiple Choice Test Items Relating Mainly to Biology.

New South Wales Dept. of Education, Sydney (Australia).
Report No-ISBN-0-7240-5821-4
Pub Date 81
Note-140p.; The Library of Test Items series includes ED 218 284-299, TM 820 303-321, and TM 820 892-895.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Biology; Foreign Countries; *Item Banks; *Multiple Choice Tests; *Science Tests; Secondary Education; Secondary School Science; *Test Construction; Test Items
Identifiers-*Assessment Instruments; *Australia (New South Wales)

As one in a series of test item collections developed by the Assessment and Evaluation Unit of the Directorate of Studies, items are made available to teachers for the construction of unit tests or term examinations or as a basis for class discussion. Each collection was reviewed for content validity and reliability. The test items meet syllabus content and aims best suited to multiple choice questions, but teachers are meant to base the use of the test items on student ability and the particular program objectives in grades 7 through 10. Test items related to the knowledge and application of information in biology are presented in sections on structural and process aspects of body systems, health and foods. There is also a section on plants. Test items on reproduction, genetics, classification, ecology adaptations and evolution complete the volume. There are 479 test items. Answers are provided with each item; drawings, tables and diagrams illustrate many questions. (CM)

ED223629 TM820317

Science Library of Test Items. Volume Eighteen. A Collection of Multiple Choice Test Items Relating Mainly to Chemistry.

New South Wales Dept. of Education, Sydney (Australia).

Report No-ISBN-0-7240-5829-X

Pub Date 81

Note-99p.; The Library of Test Items series includes ED 218 284-299, TM 820 303-321, and TM 820 892-895.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Chemistry; Foreign Countries; *Item Banks; *Multiple Choice Tests; *Science Tests; Secondary Education; Secondary School Science; *Test Construction; Test Items

Identifiers-*Assessment Instruments; *Australia (New South Wales)

As one in a series of test item collections developed by the Assessment and Evaluation Unit of the Directorate of Studies, items are made available to teachers for the construction of unit tests or term examinations or as a basis for class discussion. Each collection was reviewed for content validity and reliability. The test items meet syllabus content and aims best suited to multiple choice questions, but teachers are meant to base the use of the test items on student ability and the particular program objectives in grades 7 through 10. The test items in chemistry are presented in categories including states of matter, atomic structure and elements, separations and mixtures, and solutions. Further sections concern acids and bases, chemical indicators and pH. The activity series of metals, electrochemistry, formulas and equations, and general chemistry test items complete the volume. There are 336 test items. Answers are provided with each item, with drawings and diagrams illustrating many questions. (CM)

ED223630 TM820318

Science Library of Test Items. Volume Nineteen. A Collection of Multiple Choice Test Items Relating Mainly to Geology.

New South Wales Dept. of Education, Sydney (Australia).
Report No-ISBN-0-7240-5837-0
Pub Date 81
Note-92p.; The Library of Test Items series includes ED 218 284-299, TM 820 303-321, and TM 820 892-895.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Foreign Countries; *Geology; *Item Banks; *Multiple Choice Tests; *Science Tests; Secondary Education; Secondary School Science; *Test Construction; Test Items
Identifiers-*Assessment Instruments; *Australia (New South Wales)

As one in a series of test item collections developed by the Assessment and Evaluation Unit of the Directorate of Studies, items are made available to teachers for the construction of unit tests or term examinations or as a basis for class discussion. Each collection was reviewed for content validity and reliability. The test items meet syllabus content and aims best suited to multiple choice questions, but teachers are meant to base the use of the test items on student ability and the particular program objectives in grades 7 through 10. The test items in geology are presented in sections on soils, weathering and erosion, minerals, rocks and geological structures. Mapping, history and fossils, and resources complete the volume. There are 272 test items. Answers are provided with each item and drawings illustrate many questions. (CM)

ED223631 TM820319

Science Library of Test Items. Volume Twenty. A Collection of Multiple Choice Test Items Relating Mainly to Physics, 1.

New South Wales Dept. of Education, Sydney (Australia).

Report No-ISBN-0-7240-5845-1

Pub Date 81

Note-105p.; The Library of Test Items series includes ED 218 284-299, TM 820 303-321, and TM 820 892-895. For related document, see TM 820 320.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Foreign Countries; *Item Banks; *Multiple Choice Tests; *Physics; *Science Tests; Secondary Education; Secondary School Science; *Test Construction; Test Items

Identifiers-*Assessment Instruments; *Australia (New South Wales)

As one in a series of test item collections developed by the Assessment and Evaluation Unit of the Directorate of Studies, items are made available to teachers for the construction of unit tests or term examinations or as a basis for class discussion. Each collection was reviewed for content validity and reliability. The test items meet syllabus content and aims best suited to multiple choice questions, but teachers are meant to base the use of the test items on student ability and the particular program objectives in grades 7 through 10. The first of two volumes of test items in physics contains sections on measurement and scales, simple machines, properties of matter and energy. Items concerning electromagnetic radiation, heat, light, optics and sound are included. Communications and meteorology sections complete the volume. There are 258 test items. Answers are provided with each item and drawings illustrate many questions. (CM)

ED223632 TM820320

Science Library of Test Items. Volume Twenty-One. A Collection of Multiple Choice Test Items Relating Mainly to Physics, 2.

New South Wales Dept. of Education, Sydney (Australia).
Report No-ISBN-0-7240-5853-2
Pub Date 81
Note-127p.; The Library of Test Items series includes ED 218 284-299, TM 820 303-321, and TM 820 892-895. For related document, see TM 820 319.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Foreign Countries; *Item Banks; *Multiple Choice Tests; *Physics; *Science Tests; Secondary Education; Secondary School Science; *Test Construction; Test Items
Identifiers-*Assessment Instruments; *Australia (New South Wales)

As one in a series of test item collections developed by the Assessment and Evaluation Unit of the Directorate of Studies, items are made available to teachers for the construction of unit tests or term examinations or as a basis for class discussion. Each collection was reviewed for content validity and reliability. The test items meet syllabus content and aims best suited to multiple choice questions, but teachers are meant to base the use of the test items on student ability and the particular program objectives in grades 7 through 10. The second of two volumes of test items in physics contain sections on electrostatics, electrodynamics and electronics. Items concerning magnetism, mass and density, pressure and motion are included. Sections on radioactivity and astronomy complete the volume. There are 356 test items. Answers are provided with each item and drawings and diagrams illustrate many questions. (CM)

Science Library of Test Items. Volume Twenty-Two. A Collection of Multiple Choice Test Items Relating Mainly to Skills.

New South Wales Dept. of Education, Sydney (Australia).
Report No-ISBN-0-7240-5861-3
Pub Date 81
Note-104p.; The Library of Test Items series includes ED 218 284-299, TM 820 303-320, and TM 820 892-895.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Foreign Countries; *Item Banks; *Multiple Choice Tests; *Science Tests; Scientific Methodology; *Scientific Principles; Secondary Education; Secondary School Science; *Test Construction; Test Items
Identifiers-*Assessment Instruments; *Australia (New South Wales)

As one in a series of test item collections developed by the Assessment and Evaluation Unit of the Directorate of Studies, items are made available to teachers for the construction of unit tests or term examinations or as a basis for class discussion. Each collection was reviewed for content validity and reliability. The test items meet syllabus content and aims best suited to multiple choice questions, but teachers are meant to base the use of the test items on student ability and the particular program objectives in grades 7 through 10. Test items which relate to the skills in collecting and analyzing scientific information are presented. A knowledge of basic concepts in specific sciences is necessary in some items, but the questions are concerned particularly with the comprehension of scientific information in formats such as tables and graphs, the principles of conducting experiments, and the characteristics of scientific methodology. There are 202 test items. Answers are provided with each item, and drawings and graphs illustrate many questions. (CM)

ED223634 TM820450

Salomon, Gavriel

The Differential Investment of Mental Effort in Learning from Different Sources. Revised.

Pub Date Aug 82

Note-28p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cognitive Style; *Concept Formation; Information Sources; Learning Modalities; *Learning Processes; *Perception; Publications; Resource Materials; Television

Identifiers-*Amount of Mental Effort Investment; Cognitive Structures; *Effort

It is argued that learning from different sources greatly depends on the differential way in which these sources are perceived, for these perceptions determine to an important extent the mental effort expended in the learning process. Two ideas are discussed: (1) amount of mental effort investment (AIME), defined as the number of nonautomatic elaborations applied to a unit of material, and measured by self reports, is seen as capturing the essence of such constructs as depth of processing and mindful processing; and (2) the role played by perceptions, beliefs and preconceptions which pertain to the nature of a particular class of materials and the effort it demands. Evidence is provided from studies that examined the ways in which TV is perceived, in comparison to print, and how these perceptions affect the actual ways of handling specific materials from each medium. The case is then generalized to other kinds of sources. (Author)

ED223635 TM820600

Stiegelbauer, Suzanne M.; And Others

Through the Eye of the Beholder: On the Use of Qualitative Methods in Data Analysis.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Mar 82

Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982); Figure 4 is marginally legible due to small print.

Available from-Research and Development Center for Teacher Education, University of Texas at Austin, Education Annex 3.203, Austin, TX 78712. ($2.00)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Data Analysis; *Educational Change; Educational Planning; Educational Researchers; *Measurement Techniques; Principals; *Research Methodology; Site Analysis

Identifiers-Data Interpretation; *Qualitative Analysis; Qualitative Data

Qualitative measures were developed within a Principal-Teacher Interaction (PTI) study by the Research and Development Center for Teacher Education, University of Texas at Austin, concerning the role of the principal and process of change as it occurs in school settings. Methodologies for data collection and analysis included quantitative measures of individual and group responses to change and qualitative dimensions concerning a sense of the context, interactions, and social meanings underlying the quantitative responses. These qualitative measures interpret and organize data to represent existing reality within a site and contribute to theory across sites. Qualitative methods can include coding of change action interventions, listing of effects, levels of use of an innovation, and configuration and concerns data. Qualitative information can be focused by using intervention mapping of planned action, antecedent mapping of how change evolved, critical incident maps and time lines, and "reality checks" by cross-site discussions involving "site expert" researchers and district representatives. These techniques provide a means for interpretation, cross verification, and validation of phenomena present in the data. (CM)

ED223636 TM820615

Simner, Marvin L.

Printing Performance School Readiness Test: Administration and Scoring Manual.

Pub Date [82]

Note-27p.; For a related document, see ED 201 389

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Guides; *Handwriting Skills; Preschool Education; *Preschool Tests; *School Readiness Tests; *Scoring; Screening Tests; *Test Construction; *Testing

Identifiers-*Test Manuals

The Printing Performance School Readiness Test is an empirically derived instrument designed to aid in the early identification of preschool children who are at risk for school failure. The test is based on the outcome of a research program dealing with various aspects of children's printing that involved over 400 normal, non-repeating, native English-speaking children from lower and middle socio-economic backgrounds. The task requires children to print a series of letters and numbers from pictures that are presented to them one at a time on cards held in a spiral binder. Each child's resulting reproductions are then scored for certain errors, known as form errors, which predict with the same accuracy as many more time-consuming screening instruments. This manual contains information regarding (1) test materials, (2) administration procedures, (3) scoring procedures, (4) recommendations for using the test, (5) recommendations for early intervention, (6) summary, and (7) precautions. Sample characteristics, reliability, validity, and illustrations of test materials are included in the appendices. (Author/PN)

ED223637 TM820618

Marullo, Sam, Jr.; Dreger, Ralph Mason

An Extension of the Behavioral Classification Project Upward to Adults.

Pub Date [80]

Note-24p.; For related documents, see EJ 171 750; EJ 171 746, and ED 087 303.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adults; *Behavior Problems; *Behavior Rating Scales; *Classification; *Emotional Disturbances; Exceptional Persons; *Test Construction

Identifiers-*Adult Behavioral Classification Project; Behavioral Classification Project

For two decades the Behavioral Classification Project (BCP) has been developing instruments of a behavioral nature for the classification of emotional disorders and the classification of persons with specified patterns of emotional disorders. The BCP has four subprojects: the Pre-school Behavioral Classification Project (PBCP), the Children's Behavioral Classification Project (CBCP), the Adolescent BCP, and now the Adult Behavioral Classification Project (AdBCP). The AdBCP instrument closely parallels previous BCP instruments. It is based on the Adolescent BCP and is the result of a 19-member team devising behavioral items to include the full scope of adult mental and emotional disorders. The instrument was administered to clinical and nonclinical subjects. Seven of 24 factors are described; tables indicate distinct patterns for the different diagnostic groups. However, the comparisons have not been thoroughly analyzed, partly because standard scores necessary to make direct comparisons have not yet been developed. Comparisons can, however, be made from the raw score means and standard deviations across the rows for the factors. (Author/PN)

ED223638 TM820642

Handbook of Testing Programs in the Los Angeles Unified School District, 1981-82. Publication No. 400.

Los Angeles Unified School District, Calif. Research and Evaluation Branch.
Pub Date Oct 81
Note-17p.
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Bilingual Education Programs; Compensatory Education; Criterion Referenced Tests; Elementary Secondary Education; Minimum Competency Testing; Norm Referenced Tests; *School Districts; School Personnel; State Programs; Student Evaluation; *Testing Programs
Identifiers-Basic Inventory of Natural Language; California Assessment Program; Elementary Secondary Education Act Title I; *Los Angeles Unified School District CA; Survey of Essential Skills

This handbook was designed as a referenced guide to the Los Angeles Unified School District (LAUSD) testing program. Many year-round schools have been created in the district. This has necessitated adjustments in the testing schedule so that all LAUSD students are tested in the same time frame in their educational programs. The handbook was developed for use by staff in schools, area offices, and central offices. The testing programs are grouped into three main areas including state tests, norm-referenced tests, and criterion-referenced tests. A chart illustrates the test sequence in grades 1 through 12. Each test in the program is described in detail. The following testing programs are included: the California Assessment; Physical Performance; District; Elementary Secondary Education Act Title I and State Compensatory Education; Bilingual Education; Basic Inventory of Natural Language; Elementary School Competency; and Secondary School Competency. The guidebook includes a useful school/program planning worksheet. (DWH)

ED223639 TM820643

James, Mary
A First Review and Register of School and College Initiated Self-Evaluation Activities in the United Kingdom.
Open Univ., Walton, Bletchley, Bucks (England).
Report No-ISBN-0-335-10112-7
Pub Date Mar 82
Note-128p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Foreign Countries; Higher Education; *Institutional Evaluation; *National Surveys; *Self Evaluation (Groups); Self Evaluation (Individuals); Teacher Evaluation; Teachers
Identifiers-*United Kingdom

A research project to investigate various developments in school self-evaluation was initiated in the United Kingdom. Three major studies were involved. The first examined the operation of local education-agency-initiated school evaluation schemes. The second explored initiatives in self-evaluation. The final study investigated the In-Service Education and Training (INSET) provision related to evaluation. The original advertisement in the London Times Educational Supplement, used to gather information for the study, is reproduced. This document is concerned with the subject of the second study, school-based initiatives in self-evaluation. The first part is a review of evaluation activities. The author amassed information from schools, colleges, and teachers concerning specific self-evaluation activities. These were classified according to levels including institutional, departmental, and teacher self-evaluation. Sectors were defined to correspond approximately with grade level. The dimensions of the activities were identified as initiatives, involvement, purposes, organization, focus, methods, and reports. The second part is a register which illustrates examples of institutional, departmental, and teacher self-evaluations used in several institutions. Student self-assessment schemes are included in an appendix. (DWH)

ED223640 TM820669

Jones, Douglas H.

Redescending M-Type Estimators of Latent Ability. Program Statistics Research, Technical Report No. 82-30.

Educational Testing Service, Princeton, N.J.
Report No-ETS-RR-82-15
Pub Date Mar 82
Note-22p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Estimation (Mathematics); *Guessing (Tests); *Latent Trait Theory; *Mathematical Models; Research Methodology; Statistical Analysis; Statistics; Test Theory

New ability estimators have been proposed by Wainer and Wright (1980) and Mislevy and Bock (1981) that are resistant against guessing and careless behaviors exhibited by some examinees. This paper presents another class of ability estimators that are resistant to departures from the underlying assumptions concerning guessing and carelessness. In addition to computing the asymptotic relative efficiency of such estimators, this paper evaluates estimators by comparing their influence curves (Huber, 1981). (Author)

ED223641 TM820673

Mead, Ronald J.

Some Useful Ways of Looking at Fit With the Simple Logistic Model.

Spons Agency-National Board of Medical Examiners, Philadelphia, Pa.

Pub Date 20 Mar 82

Note-15p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, March 20-22, 1982). Paper also supported by the Intran Corporation, Minneapolis.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Analysis of Variance; *Estimation (Mathematics); *Goodness of Fit; Group Testing; Item Analysis; *Latent Trait Theory; *Mathematical Models; Psychometrics; Scores; *Statistical Analysis; Statistical Bias

Identifiers-*BICAL Computer Program; *Rasch Model

The psychometric properties associated with the "specific objectivity" of the simple logistic model are acknowledged to be far superior to those of competing models. It is therefore the ideal model to be used for test development or for the analysis of any measuring instrument developed within a well-defined psychological construct. In estimating the model's parameters, relevant questions addressed are whether the data conform to the model well enough to be useful and how to protect estimates from disturbances to the measurement process specific to individual subjects and items. Fit analysis is considered within the central model concept of Rasch's specific objectivity; parameter estimates are invariant over particular situations. Alternative fit statistics methods are discussed, particularly the chi-square using biased and unbiased condition estimates. The CALFIT program and development of the BICAL program using chi square fit statistics are described. The total unweighted fit statistic in between-score group statistics considers the fundamental data matrix of fit analysis. Between-groups analysis should account for possible subsets that are potentially dangerous to measurement. No one statistic is necessary for every analysis and none by itself is sufficient to ensure specific objectivity which depends on analyses sensitive to possible disturbances. (CM)

ED223642 TM820688

Jones, Earl

1981-82 ESEA Title VII Bilingual Education Program: East Texas State University. Annual External Evaluation Report.

Development Associates, Inc., San Francisco, Calif.

Spons Agency-Department of Education, Washington, DC.; East Texas State Univ., Commerce.

Pub Date Sep 82

Grant-605248 .

Note-63p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Annual Reports; *Bilingual Education Programs; Bilingual Students; *Bilingual Teachers; English (Second Language); Evaluation Methods; Higher Education; *Program Evaluation; Spanish Speaking; *Teacher Education Programs

Identifiers-Dallas Independent School District TX; *East Texas State University; Elementary Secondary Education Act Title VII; External Evaluation

The 1981-82 external evaluation of the East Texas State University Elementary Secondary Eduation Act (ESEA) Title VII Bilingual Program is presented. This educational training program is designed to assist the State through the provision of well-prepared teachers, administrators, and specialists to upgrade the teaching of Texas' bilingual students. Measurable objectives were stated for the project. This external evaluation, together with the reports from internal monitoring, were designed to assure appropriate provision of services and instruction to the participants. This report includes: approaches to the evaluation; program processes; students in the program; student perceptions of the services; perceptions of instruction; report summary; and references. Evaluator resume, project forms and Boletin example are contained in the appendices. (Author/PN)

ED223643 TM820700

Athanasou, James A.

Vocational Interest Survey--Six Scales for the Measurement of Holland's Vocational Typology. Research Report.

New South Wales Dept. of Industrial Relations and Technology, Darlinghurst (Australia). Div. of Vocational Guidance Services.

Report No-ISBN-0-7240-417-5
Pub Date Jul 82
Note-31p.; Appendices are marginally legible because of small print.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Career Choice; Career Counseling; Counseling Techniques; Foreign Countries; High School Students; *Interest Inventories; *Item Analysis; Item Banks; *Measurement Techniques; Secondary Education; Statistical Analysis; *Test Construction; Test Validity; *Vocational Interests
Identifiers-Australia; Hollands Hexagonal Model; *Hollands Theory of Occupational Choice

This report describes the initial development of the Vocational Interest Survey (VIS), which is comprised of six experimental scales for the measurement of Holland's vocational typology. The initial item pool was generated by the free-association written responses of high school students. Occupational titles were selected for inclusion in a pilot questionnaire if the students mentioned them more than twice. The scale was administered to vocationaal guidance clients. Items for the six Vocational Interest Survey scales were selected on the basis of cluster analysis of the 138-item pilot questionnaire, along with repeated item-total correlation analyses. The resulting six scales contained 105 items and provided internal consistency reliability ranging from 0.72 to 0.93. Principal components analysis of the scales produced a two-dimensional structure of interests. Scores on the VIS were related to existing interest measures. The results confirmed "positively" each of the six scales' construct validity. When VIS scores were compared with those for personality and ability measures, the results confirmed "negatively" the construct validity of each of the VIS scales. The VIS will provide counselors with information at low cost and with a brief investment of time. These experimental scales are intended for use in guidance and research. (Author/DWH)

ED223644 TM820719

Petersen, Nancy S.; And Others

Using Item Response Theory to Equate Scholastic Aptitude Test Scores.

Pub Date 82
Note-65p.; Small print contained in many tables. Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, 1982).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*College Entrance Examinations; *Equated Scores; *Latent Trait Theory; *Research Methodology; Secondary Education; *Statistical Analysis; Test Theory; Weighted Scores
Identifiers-Linear Equating Method; *Scholastic Aptitude Test

In January 1982, the College Board and Educational Testing Service implemented a technical change in the procedures used to equate scores on the Scholastic Aptitude Test (SAT). For previous editions of the SAT, a linear equating procedure was used to establish the comparability of scores on different editions. Beginning in January 1982, this equating procedure was replaced by an equating procedure based on item response theory (IRT, also known as item characteristic curve theory and latent trait theory). This change in equating procedures was preceded by a series of research studies, which indicated that the change was technically feasible and would result in improved maintenance of the score scale. Described is the long-range research and development program that has resulted in the change in equating procedures and promises further changes in the future. The results of this extensive research and development effort show that the new equating procedure will improve the comparability of scores on different editions of the SAT and the extent to which the SAT score scale maintains a constant meaning over time. Current directions of research on IRT equating of the SAT are also discussed. (Author/PN)

ED223645 TM820726

Bracey, Gerald W.

On the Compelling Need to Go beyond Minimum Competency.

Pub Date 8 Jun 82
Note-17p.; Paper presented at the Annual NAEP Conference on Large Scale Assessment (12th, Boulder, CO, June 8, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Basic Skills; Competency Based Education; Educational Assessment; Educational Policy; Educational Principles; Evaluation Criteria; *Evaluation Needs; *Minimum Competencies; *Minimum Competency Testing; *State Standards; Teaching Methods; *Testing Problems

The essential meaninglessness of the phrase "Minimum Competency" is discussed and it is placed in the larger context of "The Basics." It is argued that "The Basics" as taught in preparation for minimum competency tests (MCT) are not basic either in the sense of being essential skills or enabling skills. Using research findings and common sense, arguments are presented for other skills as being more basic than the "3R's." Evidence is presented that the skills taught in preparation for MCTs are disconnected, are not general and do not generalize. Arguments are made that preparing children for MCTs forces teachers to use a didactic mode of teaching even more than usual and that this mode flies in the face of all that is known from child psychology about good environments for important learning. It is contended that because the skills do not generalize, minority groups who accept MCT programs are being lulled into a false sense of accomplishment and security and that the programs are thus racist in impact if not in intent in ways not contended by the plaintiffs in the case of Debra P. Education must be based on meaningful philosophy and a set of goals to be a sound instructional system. (Author/PN)

ED223646 TM820727

Cohen, Peter A.

Synthesizing Research Results on Teacher Evaluation Using Meta-Analytic Procedures.

Pub Date Aug 82

Note-19p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; Course Evaluation; Curriculum Evaluation; Evaluation Methods; Feedback; Measures (Individuals); Program Effectiveness; Statistical Analysis; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; *Test Validity

Identifiers-Meta Analysis

A meta-analysis of the literature findings on student evaluations of teaching are described. This research supports the validity of student ratings as measures of teaching effectiveness. Teachers whose students do well on achievement measures tend to receive higher instructional ratings than teachers whose students do poorly. Correlational effect sizes for the Skill and Structure dimensions were large; other rating dimensions, such as Rapport, Feedback, and Interaction, did not relate as well to student achievement. Correlational effect sizes for courses were remarkably stable under a variety of study conditions and methodological manipulations. These findings demonstrate that the relationship between ratings and achievement is stronger and more consistent than was previously thought. The advantages of meta-analytic techniques over traditional research reviews are discussed. (Author/PN)

Wrobel, Thomas A.; Howells, Nancy R.

Sex and Race Bias in the WAIS-R: A Content and Empirical Analysis.

Pub Date May 82
Note-13p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Minneapolis, MN, May 6-8, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults; Blacks; Cultural Context; Culture Fair Tests; Higher Education; *Intelligence Tests; *Item Analysis; *Racial Bias; *Sex Bias; *Test Bias; Test Construction; Testing Problems; Test Items; Whites
Identifiers-Empirical Analysis; Test Content; *Wechsler Adult Intelligence Scale (Revised)

To examine the issue of item bias within the context of the revised Wechsler Adult Intelligence Scale (WAIS-R), judgments as to perceived item bias were sought. Independent raters nominated 53 WAIS-R items as containing possible bias. White and non-white college students nominated items as racially or sexually biased. Whereas 10 items were judged as biased by the students, only one indicated differential performance by sex and six by race. The implications of the results for test construction are discussed. (Author/CM)

ED223648 TM820730

Assessment of Intercoder Reliability on the Classification of Secondary School Courses.

Evaluation Technologies, Inc., Arlington, Va.
Spons Agency-National Center for Education Statistics (ED), Washington, DC.
Pub Date 23 Jun 82
Contract No-300-81-0312
Note-44p.; Small print in Appendix D.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Records; *Codification; *Course Descriptions; Reliability; Secondary Education; *Standards; Statistical Studies; Task Analysis; Training
Identifiers-*Classification of Secondary School Courses; High School and Beyond (NCES); *Inter Rater Reliability

The Classification of Secondary School Courses (CSSC) is a coding activity to translate the diverse course titles which appear on transcripts and master schedules of students into common terms, permitting meaningful comparisons to be made about these students and allowing secondary school coursework to be considered as a coherent factor in statistical studies. The CSSC facilitates this task by aggregating under a unique main course title all similar course titles and assigning each main title a unique six-digit code. A test of intercoder reliability was designed, conducted and analyzed to test the usefulness of the CSSC as a coding tool and develop recommendations on coder training and the coding task. This report summarizes the following activities integral to the test: (1) coder selection and training; (2) training methodology; and (3) coding task and analysis results. While there is a fair amount of variability in the coding, there are a number of straight-forward ways to reduce it and achieve nearly perfect codings. Some of these techniques involve training enhancements (e.g., expanding the cross-reference list) and some involve procedural approaches (e.g., using multiple coders). (Author/PN)

ED223649 TM820731

Fraser, Barry J.; And Others

Assessment of Learning Environments: Manual for Learning Environment Inventory (LEI) and My Class Inventory (MCI). Third Version.

Pub Date Feb 82
Note-63p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Classrooms; Educational Environment; Elementary Secondary Education; Evaluation Criteria; *Measures (Individuals); *Social Environment; *Student Attitudes
Identifiers-*Learning Environment Inventory (Anderson et al); *My Class Inventory (Anderson); Test Manuals

The Learning Environment Inventory (LEI) measures student perceptions of the social climate of high school classrooms. The My Class Inventory (MCI), a simplified version of the LEI, is suitable for younger children 8 to 12 years of age. This manual is a revised version of a 1976 manual (previously revised in 1971). In addition to its many editorial changes, the present manual includes a comprehensive and up-to-date overview of research involving use of the LEI and MCI in numerous countries, instructions for administration and hand scoring of the two instruments, and new and expanded material related to the MCI. In particular, the version of the MCI included here is slightly different from the previous one. More comprehensive statistical information about the MCI is provided, and published research involving the MCI is reviewed. The contents of this manual include a description of the initial development of the LEI and MCI; extensive normative and validation statistics for each instrument; reviews of relevant research using these instruments; and suggestions for ways in which teachers, researchers, and curriculum evaluators might make use of the scales. Copies of the LEI and MCI, together with administration and scoring instructions, are provided in the appendices. (Author/PN)

ED223650 TM820732

Miller, Jon D.; McConeghy, Janet

The Efficacy of Alternative Strategies for the Measurement and Analysis of Citizenship/Social Science Achievement across Time and Age Groups. Final Report.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date 1 Jun 82

Grant-NIE-G-80-003

Note-11p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement; Age Groups; *Citizenship; *Data; Data Analysis; Data Processing; *Educational Assessment; Elementary Secondary Education; National Programs; Scores; *Social Sciences

Identifiers-First Social Studies Assessment (1972); *National Assessment of Educational Progress; *Secondary Analysis; Second Citizenship Social Studies Assess (1976)

To facilitate the secondary analysis of citizenship and social studies data collected by the National Assessment for Educational Progress, this project constructed a set of three consolidated data archives and provided a simplified documentation system for users. The three consolidated files produced were (1) the 1971-72 Social Studies Assessment, (2) the 1975-76 Citizenship and Social Studies Assessments, and (3) two cohort files for 9-13-year-olds and for 13-17-year-olds. The project also explored the feasibility of constructing indices and scales that would bridge across packages and age groups, but the distribution of the items was too thin to allow the use of a factor analysis methodology for the identification of comparable items. (Author)

ED223651 TM820733

Wheeler, George; And Others

Evaluation of a Dual Bilingual Program: English-Spanish and English-Southeast Asian Languages.

Spons Agency-Clovis Public Schools, N. Mex.
Pub Date 82
Note-20p.; Report prepared by Educational Research and Consulting Associates.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement; Affective Objectives; Asian Americans; *Bilingual Education; Cognitive Ability; Elementary Education; Linguistic Competence; Models; *Program Evaluation; *Second Language Instruction; *Spanish Speaking
Identifiers-Southeast Asian Languages; *Southeast Asians

An external evaluation of the Title VII Bilingual Education Program was designed to: (1) gather a subjective assessment from personnel working with the program; (2) observe classroom teaching and activities utilized in bilingual instruction; and (3) measure differences in levels of achievement. The instructional personnel appear to accept the philosophy of and need for a transitional bilingual program. There is a utilization of a variety of teaching materials: films, rhymes, visual aids, etc. The method of instruction is individual and group repetition. Over all, the program at all schools shows some progress although it is relatively new in existence. A pre- and post-administration of the Metropolitan Readiness Test, and the analysis of the Language Assessment Scales (LAS) indicated a statistically significant impact on language, on reading readiness development, and on developing communicative skills in both English and Spanish. The LAS was used to measure the existing or entering English Skills of the Southeast Asian Children. The statistical analysis at the end of the school year indicated a significant improvement in their English language skills. (PN)

ED223652 TM820742

Hrul, Judith; Casserly, Michael

Student Performance Assessment in the Great City Schools.

Council of the Great City Schools, Washington, D.C.
Pub Date 82
Note-212p.; Small print may render tables marginally legible.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Academic Achievement; Achievement Tests; Criterion Referenced Tests; *Elementary Secondary Education; Minimum Competency Testing; *National Surveys; Norm Referenced Tests; *Preschool Education; Preschool Tests; *School Districts; School Readiness Tests; Standardized Tests; *Testing Programs
Identifiers-Great Cities Program

Focusing on formal testing programs involving academic achievement, the assessment of student performance in 28 large city school districts is described. In addition to presenting how districts have designed testing programs to meet the variety in the students they serve, this report also discussed test management, work with test publishers, test security, and data storage. The contents include: (1) standardized tests in use; (2) purposes of testing; (3) grade levels and skills tested; (4) selection of tests; (5) technical specifications; (6) administration of test; (7) management of test data; (8) results of testing; (9) court action on testing; (10) costs of testing; and (11) a description of each district's testing program. (PN)

ED223653 TM820746

Page, Ellis Batten

Rethinking the Principles of National Assessment: Towards a More Useful and Higher Quality Knowledge Base for Education.

Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Jul 82
Note-36p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Assessment; Educational Principles; *Educational Quality; *Educational Research; Elementary Secondary Education; *Federal Programs; Political Issues; *Program Evaluation; Public Policy; Research Design; Research Utilization; Sampling; Social Problems
Identifiers-*National Assessment of Educational Progress

A review of the National Assessment of Educational Progress (NAEP), which originated 20 years ago, is presented; and the original political, ideological and social science assumptions for the design of NAEP are examined. The report criticizes the founding principle as hampering NAEP's maximum utility and exploratory power. In examining the form of NAEP, possible changes in design strategy and theory, sampling, measurements, reporting methods and administrative procedures are explored. Issues which emphasize the environment's influence on behavior in learning theory are discussed in relation to the uses of objective- versus norm-referenced testing. To benefit researchers, educators and public and private decision makers, a maximum amount of information should be collected from smaller numbers of students. Recommendations include a sounder scientific orientation, stress on curriculum-based learning, longitudinal studies, and frequent monitoring of NAEP. (CM)

ED223654 TM820748

Anderson, David E.

Microcomputer Card Reader System for Test Scoring and Item Analysis.

Pub Date [82]

Note-7p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Diagnostic Tests; Higher Education; *Item Analysis; *Microcomputers; *Optical Scanners; Scoring; Testing; *Test Scoring Machines

Identifiers-TRS 80

A test scoring system was developed, composed of an optical mark sense card reader (Chatsworth Data Corporation) interfaced with a microcomputer (TRS-80 Model I) that provided the opportunity to do extensive diagnostic and course material testing with item analysis. This system reduced the amount of time required to determine the suitability of test items and identify difficult topics for students of varied abilities. The system was a less expensive alternative to purchasing a test scoring machine, which was incapable of providing extensive item analysis. The system hardware, software, and answer card design are described in detail. Many versions of the test scoring and item analysis (TSIA) program, written in BASIC, are currently in use. The author describes his operating experience with the system over a 9-month period. (DWH)

ED223655 TM820750

Carpenter, Beth

What Boards Should Know about Standardized Testing.

Pub Date Apr 82

Note-8p.; Paper presented at the Annual Meeting of the National School Boards Association (Atlanta, GA, April 17-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Accountability; Board of Education Role; *Boards of Education; Information Dissemination; Inservice Education; *Program

Evaluation; *Scores; *Standardized Tests; Test Results; Test Theory; *Test Use
Identifiers-*Evaluation Utilization

The role of test scores used as a district monitoring device by boards of education is discussed. It is suggested that board members insist on inservice education to become knowledgeable in using test scores as curriculum feedback, to understand what is being tested, and to understand test results. Concepts to be covered include: (1) meaning of percentiles; (2) purpose of using specific tests; (3) description of each test; (4) accuracy of test scores; (5) causes for low scores and high grades; (6) causes for high scores and low grades; (7) causes for variations in subtest scores; (8) relationship of ability tests to achievement scores; (9) distinction between ability and achievement; and (10) how parents can improve ability/achievement. Assessment of an educational program is discussed with the issue of accountability. Before releasing test scores, board members should: (1) determine objectives of sharing test scores; (2) disseminate test information to the media; (3) announce type, time, what tests measure, and results; (4) translate results for parents; (5) explain building scores to parents and community; (6) use criterion-referenced and norm-referenced tests in combination to measure district achievement; and (7) insist that cognitive ability tests be tied to achievement tests. The use of test items, as well as criterion-referenced and norm-referenced tests, are discussed. (PN)

ED223656 TM820751

Wagner, Betty S.

Developmental Assessment of Infants and Toddlers in Child Care Programs.

Pub Date Oct 82

Note-21p.; Paper presented at the Annual Meeting of the Texas Association for the Education of Young Children (18th, Fort Worth, TX, Oct. 6-9, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Development; *Behavior Rating Scales; Cognitive Development; Data Collection; *Developmental Stages; Handicap Identification; High Risk Persons; Infant Behavior; *Infants; *Observation; *Test Construction; *Young Children

Identifiers-Guttman Scales; *Mental Development Scales Birth to Three Years; Statistical Analysis System

The Mental Development Scales: Birth to Three Years are instruments designed to assess developmental levels of young children within a setting familiar to the child. They (1) provide a greater understanding of child behavior and development, (2) serve as a basis for planning an individualized curriculum for each child, and (3) furnish the means for comparing a child with herself or himself over time. They were prepared for use by professionals, including teachers in group settings, day care directors, and professional home visitors. The instrument contains six scales: (1) spontaneous drawing; (2) block play; (3) object exploration; (4) social responsiveness and discovery of selfhood; (5) communication; and (6) play. Each scale is divided into five developmental levels with each scale yielding a separate score. (Author/PN)

ED223657 TM820758

Price, James M.; Nicewander, W. Alan

The Correlation Coefficient as the Ratio of Two Means: An Interpretation Due to Galton and Brogden.

Pub Date Jun 82

Note-16p.; Paper presented at the Annual Meeting of the Psychometric Society (Montreal, Canada, May 30-June 2, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Correlation; Heredity; Personnel Selection; *Statistical Studies

Identifiers-Brogden (H E); *Data Interpretation; Galton (Sir Francis); Monte Carlo Studies; *Pearson Product Moment Correlation

A standard interpretation of the coefficient of correlation may be obtained from the ratio of two variances. If it is assumed that two variables, X and Y, are bivariate normal and scaled to have zero means and unit variances, it can be shown that the correlation between X and Y is the ratio of two conditional means. Galton's statistical studies of inheritance used the "ratio of means" expression for the correlation coefficient to illustrate the proportion of regression towards the mean for the progeny of parents in the extremes of a distribution for a selected trait. In the area of personnel selection, Brogden showed that the correlation coefficient may be interpreted as the ratio of the mean criterion score for persons selected on a test to the mean criterion score for "perfect" selection (i.e., selecting on the basis of criterion score). Monte Carlo studies indicate that the Galton-Brogden approach may be useful for dealing with extreme group studies. (Author/PN)

ED223658 TM820760

Barrow, Kay; And Others

Achievement and the Three R's: A Synopsis of National Assessment Findings in Reading, Writing and Mathematics.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No-NAEP-SY-RWM-50

Pub Date Mar 82

Note-69p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Academic Achievement; Achievement Gains; *Basic Skills; *Educational Assessment; Equal Education; *Federal Programs; Mathematics Achievement; Reading Achievement; Secondary Education; *Trend Analysis; Writing Skills

Identifiers-*National Assessment of Educational Progress

National Assessment of Educational Progress (NAEP) results indicate that most students understand the fundamentals of reading, writing and mathematics; and that achievement levels have remained stable across time for older students and may be improving for younger students, particularly in the areas of reading and writing. However, NAEP data suggest that curriculum still emphasizes instruction in component skills apart and separate from the application of these skills. Many students evidence difficulty with tasks requiring higher-order skills. Gains evidenced by younger students in groups traditionally considered disadvantaged are being accompanied by declines in groups usually considered advantaged. In particular, the older and better students do not appear to be keeping up with their counterparts in earlier assessments. In many instances, differences in performance may be decreasing, but overall performance is not improving. We may be attaining more equality in educational achievement in reading, writing and mathematics, but it appears to be at the expense of declining excellence. Primary type of information provided by the report: Results (Change) (Selective). (Author/PN)

ED223659 TM820762

Langham-Johnson, Shirley

Anxiety Scale as a Retest Measure in College Courses.

Pub Date [81]

Note-21p.; Paper presented at the Annual University of South Carolina Conference on Educational Issues and Research (3rd, Columbia, SC, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Affective Measures; Anxiety; Correlation; Higher Education; Hypothesis Testing; Questionnaires; Research Problems; *Socioeconomic Status; *Test Anxiety; Test Reliability; *Undergraduate Students

Identifiers-*Alpert Haber Achievement Anxiety Test; *Test Retest Reliability

The study investigated statistically significant correlations between levels of test anxiety and socioeconomic status among college sophomores and juniors. The Anxiety Scale (Alpert and Haber) was administered to students in an educational psychology course. Administrations were conducted at a neutral time, 45 days prior to the final exam, and again immediately following a final exam. There were significant correlations between levels of socioeconomic status (SES) and levels of overall test anxiety. Possible usefulness of the Anxiety Scale in future research as a test-retest measure within larger groups of low or high SES subjects is discussed in the report. The scale's usefulness in instructional development with differing exam or grading formats, and in relation to equal educational opportunity are discussed. (DWH)

ED223660 TM820763

Dole, Janice Arnold

The Convergent and Discriminant Validity of Literal and Inferential Comprehension Tests.

Pub Date Apr 81
Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981); Table 1 is marginally legible due to small print.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Achievement Rating; Grade 6; Intermediate Grades; Matrices; *Reading Comprehension; Reading Skills; *Reading Tests; *Standardized Tests; Teachers; *Test Validity
Identifiers-*Inference Comprehension

The convergent and discriminant validities of tests designed to measure the subskills of literal and inferential reading comprehension in different content areas were assessed. A multitrait-multimethod matrix was generated using three measuring methods: (1) a standardized reading test; (2) individually devised tests; and (3) teacher ratings. Subjects were 136 sixth-grade students. Results indicated moderate convergent validity and no discriminant validity for the subskills. Evidence from this study suggests that reading tests do not measure discrete skills in reading as well as many educators would believe, and that the reading process remains relatively stable across material in different content areas. (Author/PN)

ED223661 TM820785

Bridges, K. Robert

Order of Finish, Time to Completion, and Performance on Course-Based Objective Examinations: A Systematic Analysis of Their Relationship on Both Individual Exam Scores and Total Score Across Three Exams.

Pub Date Apr 82

Note-21p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 14-17, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement Tests; *College Students; Higher Education; Influences; *Performance Factors; Predictor Variables; Scores; *Time; Timed Tests

Identifiers-*Rank Order

The relationship between achievement test performance and two variables associated with test taking were studied. The variables were the order in which the students completed the test and the time students required for completion. Recent research had been mixed concerning whether high achievers would complete tests faster. The study was conducted to resolve the contradictions of earlier research and to extend the range of inquiry from performance on a single test to performance on several exams through a course. Performance data were obtained from college students. Statistical analyses indicated no linear or curvilinear relationships between rank or time and performance on individual tests. The average scores of those finishing in the first quartile were not significantly different from the last three. Results of the study did not seem to find exam-taking speed as a variable related to test performance. Student test performance in this study could not be predicted by the amount of time required to complete an examination, nor by the relative order in which a student completed the exam. The results suggested students should be given ample time to complete exams, as speed of response is not a primary objective in most college courses. (DWH)

ED223662 TM820786

Sympson, James B.; And Others

Predictive Validity of Conventional and Adaptive Tests in an Air Force Training Environment. Interim Report.

Minnesota Univ., Minneapolis. Dept. of Psychology.
Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.
Report No-AFHRL-TR-81-40
Pub Date Aug 82
Contract No-F33615-77-C-0061
Note-120p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Ability Identification; *Aptitude Tests; *Computer Assisted Testing; Generalization; Latent Trait Theory; *Personnel Selection; *Predictive Validity; Testing; Test Validity
Identifiers-*Armed Services Vocational Aptitude Battery; Criterion Related Validity; *Tailored Testing; Three Parameter Model

Conventional Armed Services Vocational Aptitude Battery-7 (ASVAB) Arithmetic Reasoning and Word Knowledge tests, were compared with computer-administered adaptive tests as predictors of performance in an Air Force Jet Engine Mechanic training course (n=495). Results supported earlier research in showing somewhat longer examinee response times for adaptive tests in comparison to conventional tests. These longer response times were attributed to the higher relative difficulty of the items in the adaptive tests. Score information analyses showed that the adaptive tests provided considerably higher levels of information than did the conventional tests at all ability levels. Analyses of composite validities also showed on significant effects involving adaptive versus conventional tests, although there was again a siginificant interaction involving the adaptive tests. The data thus indicated no significant differences in validities between equal-length adaptive and conventional tests. It is concluded that similar validities for adaptive tests and conventional tests are supportive of the use of adaptive tests in military selection testing because of additional advantages inherent in computerized adaptive administration of ability tests. (Author/PN)

ED223663 TM820787

Bergquist, Constance C.; Alack, Joey

The Program Assistance and Approval System (PAAS): A Comprehensive Methodology for Evaluating School District Effectiveness.

Pub Date Mar 82
Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982); Some tables are marginally legible due to small print.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Standards; Accountability; Basic Skills; *Compliance (Legal); *Educational Improvement; Elementary Secondary Education; *Evaluation Methods; Formative Evaluation; Instructional Development; *Program Effectiveness; Program Evaluation; *School Districts; Self Evaluation (Groups); *Technical Assistance
Identifiers-Louisiana Educational Accountability Act; Louisiana State Department of Public Education; *Program Assistance and Approval System LA

The Program Assistance and Approval System (PAAS) is an attempt to fulfill the needs of the 1978 Louisiana Educational Accountability Act regarding improvements in schools and/or educational programs. The system is designed as an onsite review to (1) determine the degree of implementation of program standards, (2) assess areas of need, and (3) deliver technical assistance necessary for appropriate improvement. PAAS onsite reviews are conducted using a team of 15-20 personnel to review the mathematics, language arts, special education, and vocational education instructional programs; and the assistance and operations domains. The PAAS evaluation system is designed to be implemented either as a district self-review by school district personnel or as an accountability/compliance review by state department personnel. Its reports are in the form of a comprehensive profile of educational programs that facilitate coordination of instructional opportunities and programs across schools. An integral part of the system is the development of action plans that detail methods for change following the reviews. Technical assistance in developing action plans and implementing them is an essential component of this structured mechanism for improving educational programs. (Author/PN)

ED223664 TM820788

Johnson, Walter; Kieras, David E.

The Role of Prior Knowledge in the Comprehension of Simple Technical Prose.

Arizona Univ., Tucson, Dept. of Psychology.

Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No-UARZ/DP/TR-82/ONR-11

Pub Date 15 Apr 82

Contract No-N00014-81-C-0699

Note-53p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Higher Education; Novelty (Stimulus Dimension; *Prior Learning; *Prose; *Reading Comprehension; *Recall (Psychology); Time on Task

Identifiers-*Encoding

Prior knowledge of the content of a passage should reduce the effort required to encode the passage, and facilitate its recall. The results of two experiments on the effects of prior knowledge upon comprehension of simple technical prose are presented. The procedure was to collect ratings of the amount of prior knowledge for individual passage sentences, and then determine whether those familiarity ratings predict reading (study) time and recall for the sentences. Results are patterned on the idea that increased study time is required for unfamiliar material due to the additional processing required to encode an unknown proposition and to elaborate less familiar propositions. The results are discussed in terms of possible theoretical mechanisms for the use of prior knowledge in prose memory. (Author/PN)

ED223665 TM820789

Lockheed, Marlaine E.; And Others

Student Characteristics and the Use of the SAT Test Disclosure Materials.

Educational Testing Service, Princeton, N.J.

Spons Agency-College Entrance Examination Board, New York, N.Y.

Report No-CB-R-82-3; ETS-RR-82-31

Pub Date 82

Note-36p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Advantaged; *College Entrance Examinations; *Compliance (Legal); High Schools; *Information Utilization; *Student Characteristics

Identifiers-College Entrance Examination Board; *Educational Testing Act 1979; Educational Testing Service; Retesting; *Scholastic Aptitude Test; *Test Disclosure; Test Security; Truth in Testing Act 1979

Following the enactment of the New York State standardized admissions testing law, students taking the Scholastic Aptitude Test (SAT) in New York acquired the right to request a copy of test questions used in calculating their scores, a copy of their answer sheet, and various interpretive materials. This study examined (1) the differences between examinees who requested these disclosure materials and those who did not, and (2) the differences between different examinee sub-populations in the likelihood of their requesting disclosure materials. For each of the March, May and June 1980 New York administrations, a data set was prepared that contained data for all requestors (4.77 percent of all test takers for the three administrations) and for a random sample of nonrequestors. Analysis showed that requestors came from wealthier, more educated families; that requestors were more academically achieving than nonrequestors; and that requestors reported higher academic aspirations than nonrequestors. The likelihood of requesting disclosure differed both among different ethnic groups and across the two SAT administrations. Speculations that test disclosure materials might be disproportionately utilized by already advantaged groups and by those for whom the materials would have a direct utility (retesting, etc.) were largely confirmed by the findings. (Author/PN)

ED223666 TM820790

Lord, Frederic M.; Wingersky, Marilyn S.

Sampling Variances and Covariances of Parameter Estimates in Item Response Theory.

Educational Testing Service, Princeton, N.J.

Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No-ETS-RR-82-33-ONR

Pub Date Aug 82

Contract No-N00014-80-C-0402

Note-51p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Error of Measurement; *Estimation (Mathematics); *Latent Trait Theory; Matrices; *Maximum Likelihood Statistics; Statistics

Identifiers-*Item Parameters

A possible method is developed for computing the asymptotic sampling variance-covariance matrix of joint maximum likelihood estimates in item response theory when both item parameters and abilities are unknown. For a set of artificial data, results are compared with empirical values and with the variance-covariance matrices found by the usual formulas for the case where the abilities are known, or where the item parameters are known. The results are consistent with the conjecture that the new method is asymptotically correct except for errors due to grouping. (Author/PN)

ED223667 TM820791

Randhawa, Bikkar S.; Hunt, Dennis

Structure of Learning Environment Variables in Mathematics and English Courses.

Pub Date Sep 82

Note-16p.; Paper presented at the Annual Meeting of the British Educational Research Association (St. Andrews, Scotland, UK, September 7-9, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affective Measures; *Classroom Environment; *English Curriculum; Factor Analysis; *Factor Structure; Grade 10; High Schools; Influences; *Secondary School Mathematics; Standardized Tests

Identifiers-*Learning Environment Inventory (Anderson et al); Otis Lennon Mental Ability Test; Sequential Tests of Educational Progress

The extent of congruence of the underlying factor structures of the learning environment and cognitive variables for mathematics and English courses in grade 10 are presented. The Learning Environment Inventory (LEI), the Otis-Lennon Mental Ability Test, and the Sequential Tests of Educational Progress were administered to 317 students. The students in one group (n=157) were told to complete the LEI in the context of their mathematics class, while the other group (n=160) completed the LEI in the context of their English class. For the two course contexts, a clearly distinct and specific common factor defined as the cognitive environment, or intellectual climate, factor emerged. Two other factors were defined by the LEI scales: the procedural characteristics of academic courses and a weak formative characteristic factor. Unlike the procedural and environmental factors, the pair of formative characteristics was not similar in the two courses. It would appear that the LEI factors have a structural property which is unaffected by the cognitive variable context but is sensitive to the instructional context. The LEI scales pertaining to the formative characteristics could therefore provide useful data in terms of instructional and curriculum interventions. (Author/PN)

ED223668 TM820793

Milton, Ohmer

Will That Be on the Final?

Pub Date Aug 82

Note-8p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Testing; *Evaluation Methods; Higher Education; Learning Activities; *Teacher Made Tests; *Test Construction; Test Format; *Testing Problems; Test Items; Test Reliability; Test Validity

Educators are called upon to improve the quality of classroom tests to enhance the learning of content. Less faculty concern for tests than for other features of instruction, compounded by a lack of knowing how to assess different levels of learning with test questions that measure complex processes, appear to generate poor quality classroom tests. Research indicates that publisher supplied items and many instructors' tests include mostly recall items requiring students to memorize details and to study little else. This results in a deficiency of analytical skills (the higher order processes of application and evaluation) and a decrease in content learning. (PN)

ED223669 TM820794

Peck, Hugh I.; And Others

Papers to Accompany The Symposium "Using Statewide Basic Skills Tests to Make Promotion Decisions: Political and Psychometric Issues."

Spons Agency-Louisiana State Dept. of Education, Baton Rouge.

Pub Date Mar 82

Note-103p.; Papers presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, March 20-22, 1982).

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Basic Skills; Compensatory Education; Elementary School Students; Elementary Secondary Education; Evaluation Methods; Item Banks; Latent Trait Theory; *Minimum Competencies; *Minimum Competency Testing; School Districts; Secondary School Students; Special Education; State Legislation; *State Programs; State School District Relationship; *Student Promotion; Testing Programs

Identifiers-*Louisiana; Louisiana State Department of Public Education

These papers were presented at the symposium "Using Statewide Basic Skills Tests to Make Promotion Decisions: Political and Psychometric Issues." The development of basic skills testing and the legislative mandate that needed to be implemented for minimum competency testing in Louisiana are discussed by Hugh I. Peck. Rebecca S. Christian examines the involvement of local educators in the development of a basic skills testing program. A statewide planning commission assured involvement of all local education agencies. Ellen B. Gillespie considers the implications of the testing program for special education students. Federal legislation assured the provision of educational and related services to handicapped children. Special education students who were not addressing state minimum skills were in an "alternative to regular placement." They were not included in the Basic Skills Testing Program. An individual educational prescription (IEP) was developed for each of these students. Policies are being developed to assure a test which is fair for all students. The development and use of an item bank for the state testing program is described by Craig N. Mills. Ellen Pechman discusses the effects of promotional testing on a large city school system. (DWH)

ED223670 TM820795

Federico, Pat-Anthony; And Others

Validation of Brain Event-Related Potentials as Indicators of Cognitive Styles, Abilities, and Aptitudes.

Navy Personnel Research and Development Center, San Diego, Calif.
Report No-NPRDC-TR-82-58
Pub Date Aug 82
Note-48p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Ability; *Academic Aptitude; Armed Forces; Cerebral Dominance; *Cognitive Processes; *Cognitive Style; Individual Differences; Military Training; Multivariate Analysis; *Neurological Organization; Statistical Analysis; *Validity
Identifiers-*Brain Functions; *Navy

Research was conducted to determine the construct validity of event-related potential (ERP) amplitudes as indicators of individual differences in human cognitive characteristics. The differences were assessed using paper and pencil tests of cognitive styles, abilities, and aptitudes. Visual, auditory, and bimodal ERP's were recorded for each subject. Product moment and canonical correlation analyses, as well as principal factor analysis and varimax rotation, were conducted. There were significant relationships between some ERP's and cognitive characteristics. The more frequently appearing cognitive characteristics and ERP's contributing to the canonical correlations were the Armed Forces Qualification Test scores, the reading comprehension test scores, and the left and right frontal and parietal ERP's. Brain ERP's may be used for indexing certain cognitive styles, aptitudes, and abilities. They appear to reflect individual differences in intellectual function which indicate potential educational achievement or scholastic ability. The construct validity of brain ERP's as indicators of human cognitive processing was demonstrated by the results of the study. The study conclusions will assist the Navy in increasing the effectiveness of its training programs. (Author/DWH)

ED223671 TM820796

Brown, Cheryl J.; Kincaid, J. Peter

Use of the ASVAB for Assignment of Gates-MacGinitie Reading Test Levels. Focus on the Trained Person.

Naval Training Analysis and Evaluation Group, Orlando, Fla.

Report No-TAEG-TM-82-4

Pub Date Jul 82

Note-20p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Aptitude Tests; Armed Forces; *Basic Skills; *Military Training; Predictive Validity; Reading Achievement; *Reading Tests; Remedial Instruction; *Remedial Reading; Screening Tests; Trainees; Vocational Aptitude

Identifiers-*Armed Services Vocational Aptitude Battery; *Gates MacGinitie Reading Tests; Navy; Test Batteries

This study was conducted to establish Armed Services Vocational Aptitude Battery (ASVAB) cutoff scores for the assignment of the appropriate level of the Gates-MacGinitie Reading Tests to individual Navy recruits. The Word Knowledge (WK) and Paragraph Comprehension (PC) scores were combined to provide a composite score useful as a predictor of an individual's reading grade level. Both subtests of the ASVAB measure aspects of reading ability. The Gates-MacGinitie Reading Tests, the testing procedures used in the study, and the data analysis methods employed are described. Three levels (D, E, and F) of the Gates-MacGinitie Reading Tests were used to identify accurate reading grade levels for all recruits. This method made the test an appropriate screening device for remediation programs. The ASVAB (WK+PC) ranges for assigning Gates-MacGinitie Reading Test levels are presented. The results of the iterative testing process that was used to obtain the ranges is also outlined. Recommendations are made to ensure valid reading grade levels will be obtained for all recruits. (DWH)

ED223672 TM820797

Leino, Jarkko

Psychometric Test Theory and Cognitive Processes: A Theoretical Scrutiny and Empirical Research. Research Bulletin No. 57.

Helsinki Univ. (Finland). Inst. of Education.
Report No-ISBN-951-45-2450-0; ISSN-0073-179X
Pub Date Oct 81
Note-84p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Aptitude; Cognitive Ability; *Cognitive Processes; *Cognitive Style; *Individual Differences; *Mathematics Achievement; Performance Factors; Psychometrics; Secondary Education; *Task Analysis; *Test Theory

This report is the third in a series of research projects concerning abilities and performance processes, particularly in school mathematics. A theoretical scrutiny of traditional psychometric testing, cognitive processes, their interrelationships, and an empirical application of the theoretical considerations on the level of junior secondary school comprised the current study. Psychometric testing has been used to reveal mental processes demanded in task performance. It has been noted that most tasks can be executed by the examinees in several manners. Therefore, factorizing test scores may not reveal basic dimensions of performing processes. Cognitive theory focuses on very basic processes underlying test performance. Thus far, the research results of cognitive theory have been primitive when compared with the conceptual level of school instruction. Cognitive processes were described in terms of relevant level of school instruction in the empirical section of the study. Mathematical thinking and performing processes were well described by the system developed for the study. Results indicated that the processes used in the study explain most of the variances of "primary" abilities and achievements in mathematics. These processes also reveal valuable information about individual differences of the students. (Author/DWH)

ED223673 TM820802

Woodcock, Richard W.

Interpretation of the Rasch Ability and Difficulty Scales for Educational Purposes.

Pub Date 22 Mar 82

Note-12p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, March 20-22, 1982); Tables may not reproduce well due to small print.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Diagnosis; Elementary Education; *Latent Trait Theory; *Scores; *Test Interpretation; *Test Use

Identifiers-Keymath Diagnostic Arithmetic Test; *Rasch Model; Test Batteries; Woodcock Johnson Psycho Educational Battery; Woodcock Language Proficiency Battery; Woodcock Reading Mastery Test

Though many test developers have utilized item response theory in their work, few have taken advantage of the potential of item response theory for providing new interpretation procedures that accentuate the educational implications to be drawn from test scores. This paper describes several features, based upon the Rasch difficulty and ability scales, that have been incorporated into the interpretation schemes of test batteries currently used in the schools: the Woodcock Johnson Psycho-Educational Battery, Key Math Diagnostic Arithmetic Test, Woodcock Language Proficiency Battery, and the Woodcock Reading Mastery Tests. Among the features described are: common profiling of item difficulty and student ability, the "relative performance index," and the "instructional range." (Author)

ED223674 TM820803

Hilliard, Asa G., III

The Learning Potential Assessment Device and Instrumental Enrichment as a Paradigm Shift.

Pub Date Mar 82

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Assessment; *Educational Diagnosis; Measures (Individuals); *Predictive Measurement; Problem Solving; Remedial Instruction; Remedial Programs; *Standardized Tests; Test Use

Identifiers-Feuerstein (Reuven); *Learning Potential Assessment Device

Reuven Feuerstein's Learning Potential Assessment Device and Instrumental Enrichment (LPAD/IE) system presents a valid approach to assessment, which moves from constructs, to pedagogical theory, to instruments, and to remedial strategies. This system uses standardized tests in a standard approach, but not for the purpose of the quantification of ranks for students. The system is used to set up the strategies for precision remedial teaching. Testing practice will be improved, the communication between assessors and teachers will be more validly grounded, and, above all, the LPAD/IE principles are generic to pedagogy. The adoption of an LPAD/IE approach must be followed by a massive inservice and public information effort. Otherwise, the LPAD/IE system will be seen merely as an alternative way of ranking by intellect for permanent placement in a category. (Author/PN)

ED223675 TM820804

Fisher, Ronald P.; Cuervo, Asela

Memory for Physical Features of Discourse as a Function of Their Relevance.

Pub Date Nov 81

Note-32p.; Paper presented at the Annual Meeting of the Psychonomic Society (22nd, Philadelphia, PA, November 12-14, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Attention; Context Clues; Higher Education; Linguistic Performance; *Listening Comprehension; *Memory; *Recall (Psychology); Recognition (Psychology); Retention (Psychology); *Semantics; Verbal Stimuli

Identifiers-*Encoding Processes; Proactive Interference

Memory for sex of the speaker and language of presentation of a spoken message was high and reliably better when the features were instrumental for comprehending the message than when they were not. This suggests that the physical characteristics of an event may be deeply or elaborately encoded when they are meaningful in light of the task demands. Furthermore, memory about the acquisition event was superior when its physical characteristics matched those of the test probe (e.g., both were presented in a male voice) than when they mismatched. This facilitation was greater when the feature was meaningful than when it was non-meaningful. It was hypothesized that memory of an event could occur either by retrieving the episodic trace representing the particular event or by constructing the event from an abstract, thematic code that integrates several, conceptually related events. It is suggested that elaborate encoding--relating an event to a structure of other events--facilitates memory because it permits the use of thematic knowledge at the time of retrieval. (Author/PN)

ED223676 TM820805

Ikeda, Hiroshi

A New Development of University Entrance Examination in Japan.

Pub Date 26 Jul 82

Note-24p.; Paper presented at the Annual Meeting of the International Congress of Applied Psychology (20th, Edinburgh, Scotland, July 25-31, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adoption (Ideas); *College Entrance Examinations; Educational Assessment; *Educational Testing; Foreign Countries; Higher Education; *National Programs; Objective Tests; Program Effectiveness; *Program Implementation

Identifiers-JAPAN; *National Center University Entrance Exam (Japan)

The latest important event in the history of educational testing in Japan was the establishment of the National Center for University Entrance Examination (NCUEE) in 1977. The entrance examination system consists of two stages. The first stage exam is the Joint Achievement Test (JAT) which is jointly administered by national and local public universities throughout Japan on the same days. The second stage exam is one which is carried out by each university. This stage is locally designed in view of the admission policy of an individual university. This is a report on the four years' (1977-82) experience of the administration of the nationwide JAT. It includes: (1) establishment of the National Center for University Entrance Examination, (2) the essential features of the new entrance examination system, (3) merits of the new system, (4) criticism regarding the new system, (5) technical problems of JAT, and (6) concluding remarks. Some statistical results announced from the National Center for University Entrance Examination are also included. (Author/PN)

ED223677 TM820806

Powers, Donald E.

Estimating the Effects of Various Methods of Preparing for the SAT.

College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.

Report No-CE-R-82-2; ETS-RR-82-23

Pub Date 82

Note-29p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Bound Students; *College Entrance Examinations; High Schools; Home Study; Independent Reading; Motivation; Review (Reexamination); *Test Coaching; *Test Results; *Test Wiseness

Identifiers-*Scholastic Aptitude Test; Test Repeaters

A national sample of Scholastic Aptitude Test (SAT) candidates was surveyed to determine the ways in which they had prepared for the examination. Candidates' SAT scores were retrieved from test files, along with selected background information that included rank in high school class and scores on the Preliminary Scholastic Aptitude Test (PSAT), which most students had taken about 8 months before they took the SAT. Exploratory analyses of the effects of combinations of methods of preparation showed that various methods may interact in complex ways with other methods and with some student traits. Furthermore, self-selection may not be uniform across levels of ability and previous achievement and may depend on the candidates' selection of other methods of preparation. It is suggested that independent study (of either English or mathematics, or of test preparation books and test familiarization materials) may have an impact on test scores that is possibly as great as the effect of less-widely-available modes of preparation. It is also suggested that motivation may be a potentially important self-selection factor in quasi-experimental studies of special preparation. (Author/PN)

ED223678 TM820807

A Description of High School Students in New York State and the Nation, 1980. Report No. 1. High School and Beyond: A National Longitudinal Study for the 1980's.

New York State Education Dept., Albany. Information Center on Education.
Pub Date 80
Note-81p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Career Choice; Educational Experience; Educational Planning; *High School Graduates; High Schools; *High School Students; *Longitudinal Studies; *National Surveys; Questionnaires; Recreational Activities; Student Attitudes; *Student Characteristics; Student Development; Student Employment
Identifiers-*High School and Beyond (NCES); *New York

This report presents comparisons of high school students in New York State with those of the United States as a whole and is organized in five sections: the first describes experiences in high school (coursework, grades, vocational training, behavior, school practices, and student opinions on high school); the second outlines activities outside of school; the third discusses the students' values and attitudes; the fourth section describes short-range and long-range plans after high school; and the last examines college plans in more detail. This initial report on High School and Beyond is a summary of descriptive information on high school students. As a large-scale, longitudinal survey, its primary purpose is to observe the educational and occupational plans and activities of young people as they pass through the educational system. The study should contribute to an understanding of student development and of the factors that determine individual education and career outcomes. It is intended that such information will be useful as a basis for review and reformulation of Federal, State, and local policies affecting the transition of youth from school to adult life. (Author/PN)

ED223679 TM820808

Exploring National Assessment Data through Secondary Analysis.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Center for Education Statistics (ED), Washington, DC.; National Inst. of Education (ED), Washington, DC.
Report No-ISBN-0-89398-500-7; NAEP-AY-SA-50
Pub Date Aug 82
Contract No-OEC-0-74-0506
Grant-NIE-G-80-0003
Note-31p.
Available from-National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO 80295 ($2.00).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement; Adults; *Databases; *Educational Assessment; *Educational Research; Elementary Secondary Education; *Federal Programs; Hypothesis Testing; *Information Utilization; Research Projects; Student Evaluation
Identifiers-*National Assessment of Educational Progress; *Secondary Analysis

The content of the Public-Use Data Tapes of the National Assessment of Educational Progress (NAEP) is summarized and descriptions of recent research using the database are provided. Since 1969, NAEP has surveyed 9-, 13-, and 17-year-old students and occasionally young adults in assessments of achievement in art, career and occupational development, citizenship, literature, mathematics, science, writing and other learning areas. Over 400 national probability samples for approximately 2,500 respondents each are available, providing data on 150-250 variables. The format and content of the tape files are discussed. Focus areas for secondary research can be methodological, hypothesis- and model-testing, and descriptive or policy relevant studies. The summaries of research studies included briefly describe the researchers, affiliations, purposes, procedures, and results of their work. There are 23 summaries provided with availability information. Primary type of information provided by report: Results (Secondary Analyses). (CM)

ED223680 TM820809

Dunivant, Noel

The Effects of Measurement Error on Statistical Models for Analyzing Change. Final Report.

New York Univ., N.Y.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date [81]

Grant-NIE-G-78-0071

Note-185p.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Algorithms; Analysis of Covariance; *Change; *Error of Measurement; *Mathematical Models; Performance Factors; *Psychometrics; Regression (Statistics); Research Design; *Research Methodology; *Statistical Analysis; Statistical Bias

Identifiers-*Change Analysis; Linear Models

The results of six major projects are discussed including a comprehensive mathematical and statistical analysis of the problems caused by errors of measurement in linear models for assessing change. In a general matrix representation of the problem, several new analytic results are proved concerning the parameters which affect bias in observed-score regression statistics. The bias in ordinary least squares estimators is expressed as a function of covariances among true scores, among the measurement errors, and sample size. The first two projects were employed to create an algorithm for assessing the potential bias due to the unreliability of measures. The algorithm was implemented as a FORTRAN program to improve the design of investigations of change and minimize potential errors of inference. A review is presented of statistical methods which have been developed in several disciplines to estimate the parameters of true change by correcting the observed-score regression estimates for unreliability. A series of Monte Carlo experiments which evaluated the performance of the methods are discussed. The advantages and general superiority of estimators proposed by Fuller are examined. The relevance of a special linear functional relation (LFR) model and models devised for estimating the parameters of LFRs are compared. (Author/CM)

ED223681 TM820812

Markert, Ronald J.

The Relationship between First-Year Medical School Grades and Academic, Personality, and Attitude Measures: Wright State University School of Medicine, Class of 1984. Program Evaluation Studies, Report Number 5.

Wright State Univ., Dayton, Ohio.

Pub Date Mar 82

Note-13p.; This study was partially funded by the Miami Valley Area Health Education Center.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; Check Lists; College Entrance Examinations; Correlation; Evaluation Methods; Grade Point Average; Higher Education; Medical Education; *Medical Students; *Personality Traits; Predictive Validity; *Student Attitudes; *Student Characteristics

Identifiers-Medical College Admission Test; Wright State University OH

This study investigated (1) selected academic, personality, and attitude characteristics of the Wright State University School of Medicine (WSUSOM) class of 1984 and (2) the relationships between first-year grades and various personality, attitude, and premedical academic measures. In September 1980, first-year medical students (n-99), class of 1984, completed three personality and attitude measures: (1) Rotter Locus of Control; (2) Adjective Check List; and (3) Student Orientations Survey. In addition, the following data were gathered: (1) undergraduate grade point average, (2) Medical College Admission Test scores; (3) and Wright State University School of Medicine first-year grade point average. The New Medical College Admission Test correlated satisfactorily with first-year academic performance in medical school. Similarly, undergraduate grade point average was a valuable predictor of first-year academic achievement in medical school. With regard to personality characteristics, academically successful medical students were characterized as persevering, competitive, achievement-oriented, responsible, and independent. (Author/PN)

ED223682 TM820819

Holmes, Mark

What Every Teacher and Parent Should Know about Student Evaluation. Informal Series No. 46.

Ontario Inst. for Studies in Education, Toronto. Dept. of Educational Planning.

Report No-ISBN-0-7744-5058-4

Pub Date 82

Note-147p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Responsibility; *Educational Policy; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Foreign Countries; Measures (Individuals); School Community Relationship; *Student Evaluation; Teacher Made Tests; Test Construction; *Testing; Testing Problems

Identifiers-Ontario

This handbook is intended primarily for the classroom teacher and the school principal. The focus of the book is on the evaluation of students as they pass through elementary and secondary school. It includes suggestions for the classroom teacher in developing tests and other assessment measures. It deals with a range of educational objectives in the intellectual, cultural, aesthetic, biological, and moral domains. It also examines problems of policy from the point of view of the school staff as a whole, the principal, and superintendent. The contents include: (1) why evaluate, (2) tests, (3) improving skills in evaluation, (4) planning and organizing student evaluation, and (5) the school and the public. (Author/PN)

ED223683 TM820821

Nicassio, Frank J.

The Use of Goal Attainment Scaling in the Evaluation of a Home-Based Educational Intervention.

Pub Date [78]
Note-43p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Improvement; Elementary Education; *Evaluation Methods; *Home Instruction; *Intervention; *Nontraditional Education; *Parent Participation; Student Educational Objectives; Tutorial Programs
Identifiers-California; *Goal Attainment Scaling; Parent Outreach Program; Stanford Achievement Tests

The use of Goal Attainment Scaling to evaluate a home-based educational intervention in which parents acted as tutors of their own elementary-school-aged children is described. Goal Attainment Scaling is a model originally developed for the National Institutes of Mental Health as a means of evaluating the activities of community mental health centers. As adapted for use in a public school setting, Goal Attainment Scaling proved to be a useful tool in not only determining program outcomes, but in also providing a standard for program decisions in a school environment characterized by flux and shifting frames of reference. How program goals were scaled, scored, and interpreted using the Goal Attainment Scaling procedure are discussed. It was concluded that the Margaret Sheehy School Parent Outreach Program was successful in establishing a cost-effective home-based school program focusing on both academic and related needs of referred children. (Author/PN)

ED223684 TM820822

Markert, Ronald J.

Medical Education at Wright State University: An Evaluation during the First Year of Residency by the Class of 1980 and Their Residency Supervisors. Program Evaluation Studies, Report Number 3.

Wright State Univ., Dayton, Ohio.

Pub Date Jun 81

Note-43p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Graduate Medical Education; Humanistic Education; Lifelong Learning; *Program Evaluation; Questionnaires; Self Evaluation (Individuals); Supervisors

Identifiers-*Wright State University OH

An evaluation of the Wright State University School of Medicine (WSUSOM) educational program is presented. The major objectives of the medical school's program are the graduation of physicians who (1) perform competently in their residencies, (2) practice humanistic medicine, (3) are skilled in self-directed learning, and (4) are interested in lifelong professional learning. Findings and the development of the methodology which will be used in future investigations are reported. This study is both an investigation of one class and a measure of success of the program's prime emphases. The appendices include question lists for graduates and for supervisors of residents. (Author/PN)

ED223685 TM820829

Brown, Scott W.; Hall, Vernon C.

The Visual-Aural Digit Span: Is the Type of Response a Factor in Performance?

Pub Date Mar 82

Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Measurement; *Cognitive Processes; Elementary Education; Grade 2; Grade 4; Quantitative Tests; Reading Tests; Responses; Sensory Integration; *Test Format; Time on Task; Visual Stimuli

Identifiers-*Sequential Memory; *Visual Aural Digit Span Test (Koppitz)

A 1978 study (Torgesen, Bowen and Ivey) of the structure and modality variables of the Visual-Aural Digit Span (VADS) test was replicated to determine: (1) if the effects generalized across age; (2) if differences between simultaneous and sequential visually presented items were due to mode of presentation or the amount of study time; (3) the effects of mode of output; and (4) the relationship between performance on the various tests and performance on standard achievement tests in mathematics and reading for second and fourth graders. The major consistent finding was that all groups performed significantly better on simultaneous digit span tests than on sequentially presented digit span tests. However, there was no significant difference in overall performance between second and fourth graders. Unlike Torgesen et al., the consistent positive and significant correlations among performance on all conditions argued for a consistent memory for order across different conditions. Finally, the failure to find significant correlations between the memory for order measures and achievement scores fails to replicate earlier studies. Possible explanations for the failure to replicate revolves around differences in age of subjects and measures used. (Author/PN)

Tatsuoka, Kikumi K.; Tatsuoka, Maurice M.

Standardized Extended Caution Indices and Comparisons of Their Rule Detection Rates.

Illinois Univ., Urbana. Computer-Based Education Research Lab.
Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Report No-CERL-RR-82-4-ONR
Pub Date Mar 82
Contract No-N000-14-79-C-0752
Note-64p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Error Patterns; Higher Education; *Latent Trait Theory; Models; Responses; *Standardized Tests; Statistics; Test Interpretation; *Test Theory
Identifiers-Caution Index (Sato); *Caution Indices; Unidimensional Scaling; Variance (Statistical)

Several extended caution indices (ECIs) have been introduced earlier as a link between two distinctly different approaches: one based on standard statistics and the other, a model-based approach, utilizing item response theory (IRT). Expected values and variance of some ECIs are derived and their statistical properties are compared and discussed. Then, standardized ECIs are introduced and their distributions are investigated. It turns out that the standardized ECIs fit normal distributions well. A comparison of detection rates among appropriateness measures based on IRT theory is carried out with the signed-number data set. There is no noticeable difference in their detection rates using the 80 percent intervals. (Author)

ED223687 TM820831

Masters, Geoff N.; Wright, Benjamin D.

Some Fit Issues in Rating Scale Analysis.

Pub Date Mar 82
Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Difficulty Level; *Goodness of Fit; *Item Analysis; *Latent Trait Theory; *Mathematical Models; Maximum Likelihood Statistics; Probability; *Rating Scales; Response Style (Tests); Scoring; Test Items
Identifiers-Partial Credit Model; *Rasch Model

The analysis of fit of data to a measurement model for graded responses is described. The model is an extension of Rasch's dichotomous model to formats which provide more than two levels of response to items. The model contains one parameter for each person and one parameter for each "step" in an item. A dichotomously-scored item provides only one step from fail to pass so only one item parameter is estimated. An item with three ordered performance levels (0, 1, and 2), provides two steps. For this item two parameters are estimated: the first governs the model probability of scoring 1 rather than 0, and the second governs the probability of scoring 2 rather than 1. The model probability of completing the k'th step in an item is described by a simple logistic ogive of slope one and is governed by the person's ability and the difficulties of the step. This "Partial Credit" model's procedures for estimating the parameters are unconditional maximum likelihood. Both the effects of individual differences in response style and variations in the fit of items are examined, including items with large positive or large negative standardized mean squares. (CM)

ED223688 TM820833

Gabriel, Roy M.

Post-MANOVA Data Analysis: Six Alternatives and Criteria for Selection.

Pub Date Sep 79

Note-73p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY September 1-5, 1979).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Analysis of Variance; Criteria; Data; Data Analysis; Evaluation Methods; *Hypothesis Testing; Mathematical Models; *Multivariate Analysis; *Research Methodology; Selection; *Statistical Analysis

Identifiers-*Post Hoc Methods

Although there is a healthy trend toward employment of multivariate statistical methods in the analysis of data from experiments in psychology and education which involve multiple dependent variables, there remains a need to demonstrate the wide variety of data analytic techniques available for post hoc analysis of statistically significant multivariate results. This paper attempts to: (1) clearly illustrate the use of six pertinent statistical analysis methods on a common sample data set; (2) compare the results both in terms of sensitivity to the treatment differences and interpretive clarity with respect to the research hypothesis; and (3) present guidelines to the applied researcher for selecting among the alternatives in a particular research context. Post hoc data analytic methods presented are: univariate F tests, univariate multiple comparison methods, step-down F tests, linear discriminant analysis, multiple profile analysis, and multivariate simultaneous test procedures. (Author/PN)

ED223689 TM820834

Bridges, Claude F.

A New Approach to Developing Test Scales.

Pub Date Oct 81

Note-16p.; Paper presented at the Annual Meeting of the Military Testing Association (23rd, October 25-30, 1981); Figure 2 is marginally legible due to small print.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Class Rank; Evaluation Methods; Grade Point Average; Higher Education; Military Schools; *Multivariate Analysis; Norm Referenced Tests; *Rating Scales; Statistical Analysis; *Test Construction; Test Interpretation; *Test Items; Validity

Identifiers-Ipsative Measurement; Multicollinearity; Rokeach Value Survey; *Strong Campbell Interest Inventory

Development of new scales from test items usually requires several hundred cases in each of the defined groups. Application of multivariate techniques to existing test scales also encounters such problems as multicolinearity, combining ipsative with normative measures and ordinal with equal interval scales, differential prediction, and communication of multiple scale scores to untrained users. To meet these problems a method was devised whereby multiple scales from different tests could be treated as items, yielding new scales with high validities (several in the .90's) and normal to negligible shrinkage, even when developed on relatively small groups. The results were well received by cadets, counselors, and educators, and for 2 years have been incorporated as a regular part of the cadet academic counseling program. The statistical development procedures and the results are illustrated using the Strong-Campbell Interest Inventory. (Author)

Chastain, Garvin; And Others

Influence of Levels of Independent Variables in Mixed and Unmixed Block Designs.

Pub Date 28 Apr 82
Note-8p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Albuquerque, NM, April 28, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Analysis of Variance; Difficulty Level; *Predictor Variables; *Research Design; Research Methodology; Task Analysis; Vision Tests; Visual Stimuli
Identifiers-Signal Detection Theory; *Unmixed Designs; *Variables

Levels of independent variable(s) are often mixed within each block of trials rather than each level being presented in a separate block in research of various types. Two experiments involving tasks of a visual nature were conducted to demonstrate that such mixing can easily obscure the effects of principal interest. A target circle was projected parafoveally to the left or right of fixation. The target position was flanked by a nontarget or by no figure. One group of eight subjects received two blocks of trials, with nontarget types mixed within each block, and nontargets appearing to the foveal side of the target position in one block, but to the peripheral side in the other. Analysis of variance indicated a difference in performance between the blocks, with no difference between nontarget types. Another group of eight subjects received nontargets blocked by both position and type, with both variables emerging as significant. The importance of using unmixed designs to determine the effect of different levels of the independent variable(s) was emphasized. (Author)

ED223691 TM820836

Randhawa, Bikkar S.; Van Hesteren, Frank

The Development and Validation of a Hybrid Semantic Differential Measure of School Related Attitudes in Young Children.

Pub Date Jun 82
Note-23p.; Table 1 is illegible due to small print; Paper presented at the Annual Meeting of the Canadian Psychological Association (Montreal, Canada, June 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitude Measures; Elementary Education; Foreign Countries; Measurement Techniques; *School Attitudes; *Semantic Differential; *Student Attitudes; *Test Construction; Test Reliability; Test Validity
Identifiers-Canada; Canadian Tests of Basic Skills; Piers Harris Childrens Self Concept Scale; *School Attitude Scale for Children

The present study: (1) describes the development and make-up of a comprehensive semantic differential measure of school related attitudes for young children; (2) presents evidence for the reliability and the discriminant and convergent validities of the measure; and (3) discusses issues pertaining to the measurement of school-related attitudes in the context of instructional theory. The scales comprising the measure were found to have substantially high internal consistencies and produced remarkably high stability coefficients for pupils in grades 3 through 6 over an 8-month period. It is believed that these promising reliability data are attributable, in part at least, to two factors: (1) the combining of semantic differential and Likert scale formats and (2) the provision of standard explanations of selected attitude objects. It is suspected that these factors in combination contributed to a higher degree of interpretive consistency relative to the attitude objects than is typically the case when pupils' school-related attitudes are measured. (Author/PN)

ED223692 TM820837

Bowers, John J.

Matching Factors Derived from the Same Set of Items but Different Groups of Respondents: A Review of Methods with an Example.

Spons Agency-New York State Education Dept., Albany.
Pub Date Mar 82
Note-38p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982); Attachments A and B have been omitted because of publisher's ownership of copyright; Attachments C and D contain small print; For a related document, see TM 820 838.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Attitude Measures; *Comparative Analysis; Evaluation Methods; *Factor Analysis; Group Testing; Item Analysis; Response Style (Tests); Secondary Education; Student Development; Test Construction; Test Items; Vocational Education
Identifiers-*Congruence Coefficient (Burt); Factor Matching; *Salience Index (Cattell)

Procedures devised for computing factor matching statistics in questionnaire construction are described. In a study of the impact of vocational education on social, affective and nontechnical development of students, an attitude questionnaire to measure outcomes was developed. Each item in the final section had a six-point Likert type response scale ranging from "strongly agree" to "strongly disagree." Using a factor analysis of data from occupational and nonoccupational students' responses, the high-loading items on each factor formed a scale score. Factor analysis brought up the question of whether factor loading patterns for respondent groups were congruent. To evaluate the congruence, Burt's congruence coefficient (the sum of cross-products of the loadings being compared divided by the square root of the cross-product of the sum of the squared loadings) was compared with Cattell's salient variable similarity index (classifying all variables loading on a factor as salient or nonsalient). Application of the methods in comparing and matching factors derived for the two respondent groups on the same variables showed the congruence coefficient to be easier to compute and interpret and a conservative test. The salient index was practical with relatively few variables and factors. (CM)

ED223693 TM820838

Bowers, John J.

Developing an Instrument to Assess Non-Technical Outcomes of Occupational Education.

Spons Agency-New York State Education Dept., Albany.

Pub Date Mar 82

Note-54p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982); Some pages of appendices are marginally legible due to small print; For a related document, see TM 820 837.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Attitude Measures; *Educational Benefits; *Evaluation Methods; Factor Analysis; Job Skills; *Relevance (Education); Secondary Education; Socioeconomic Influences; Student Development; Technical Occupations; *Test Construction; Testing Problems; *Vocational Education

Occupational education has an impact on students in the form of economic returns to the individual and society through the development of technical skills. The Association of Vocational Education Administrators (AVEA) launched this study to test the hypothesis that vocational programs also have a positive impact on student's social, affective and nontechnical development. The Outcomes Project was carried out by the Cornell Institute for Occupational Education using secondary school students. Phase 1 identified beneficial outcomes not directly related to technical skills. From this phase seven hypotheses about vocational education were formed, including the hypothesis that vocational education students may have more positive attitudes about school. Phase 2 developed a prototype measure of outcomes. The instrument was drafted, field tested, and revised. Phase 3 refined the prototype instrument and administered the final questionnaire to occupational and nonoccupational students at the end of their sophomore and senior years. Data collection, analysis, factor matching, scale building and the preliminary results and validity are examined in this paper. Despite great reductions in attitude and value items, the scales showed moderate to high statistical reliability. (CM)

ED223694 TM820841

Koppitz, Elizabeth M.

Assessing Secondary Students with the Bender, VADS, and HFD: Research and Application.

Pub Date 26 Aug 82

Note-15p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Analysis; Diagnostic Tests; Junior High Schools; *Junior High School Students; Observation; *Perceptual Motor Coordination; *Projective Measures; Scores; *Sensory Integration; *Test Construction; Test Use

Identifiers-*Bender Gestalt Test; *Human Figure Drawing Test; Test Batteries; Visual Aural Digit Span Test (Koppitz)

The Koppitz Minibattery, that is, the Bender Gestalt Test, the Visual Aural Digit Span Test (VADS), and the Human Figure Drawing (HFD), was adopted and extended for use with middle school pupils (aged 11 to 14). Similarities and differences for older and younger children are described in behavior observation, objective scores and the qualitative analysis on the three measures. Research data are presented to show how the Bender, VADS and HFD supplement each other. Case histories illustrate how the information derived from the three tests can be integrated and applied for individual students. (Author/PN)

ED223695 TM820842

Carpenter (Const.) 860.381-022. Development of USES Specific Aptitude Test Battery.

Employment and Training Administration (DOL), Washington, D.C.
Report No-USES-S-11R82
Pub Date 82
Note-19p.; Appendix 2 marginally legible due to small print.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Aptitude Tests; *Carpentry; *Occupational Tests; Personnel Evaluation; Predictive Measurement; *Test Construction; Test Use; Test Validity; *Vocational Aptitude
Identifiers-Test Batteries; USES Specific Aptitude Test Battery

The United States Employment Service (USES) Specific Aptitude Test Battery (SATB) for Carpenter is evaluated from three points of view: (1) technical adequacy of the research; (2) fairness to minorities; and (3) usefulness of the battery to United States Employment Service staff and employers in selecting individuals for Carpenter positions. Research demonstrated a statistically significant and useful relationship between proficiency as a Carpenter and the SATB. The SATB can be expected to produce a useful increase in the proportion of highly proficient workers. When the SATB was applied to the validation sample, composed of individuals who were employed and therefore considered competent, an increase from 66 percent to 82 percent in the proportion of highly proficient workers was found. Similar results were found for the cross-validation sample. A greater increase can be expected when the battery is used with applicants, because the range of relevant abilities is wider among applicants than among employed workers. The report includes: (1) research summary; (2) procedure; (3) analysis; and (4) validity of the battery. Descriptive statistics for subgroups of the validation sample; descriptive rating scale; and job description are contained in the appendices. (Author/PN)

ED223696 TM820843

Custom-Service Representative (Light, Heat, & Power; Tel. & Tel.; Waterworks) 239.367-010. Development of USES Specific Aptitude Test Battery.

Employment and Training Administration (DOL), Washington, D.C.
Report No-USES-S-474R82
Pub Date 82
Note-18p.; Pages 11-13 marginally legible due to small print.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Aptitude Tests; *Occupational Tests; Personnel Evaluation; Predictive Measurement; *Test Construction; Test Use; Test Validity; *Vocational Aptitude
Identifiers-*Customer Services; Test Batteries; USES Specific Aptitude Test Battery

The United States Employment Service (USES) Specific Aptitude Test Battery (SATB) for Customer-Service Representative is evaluated from three points of view: (1) technical adequacy of the research; (2) fairness to minorities; and (3) usefulness of the battery to Employment Service staff and employers in selecting individuals for training in Customer-Service Representative positions. Research demonstrated a statistically significant and useful relationship between proficiency as a Customer-Service Representative and the SATB. The SATB can be expected to produce a useful increase in the proportion of highly proficient workers. When the SATB was applied to the validation sample, composed of individuals who were employed and therefore considered competent, an increase from 67 percent to 75 percent in the proportion of highly proficient workers was found. A greater increase can be expected when the battery is used with applicants, because the range of relevant abilities is wider among applicants than among employed workers. The report includes: (1) research summary; (2) procedure; (3) analysis; and (4) validity of the battery. Descriptive statistics for subgroups of the validation sample, descriptive rating scale, and job description are contained in the appendices. (Author/PN)

ED223697 TM820844

Hill, Deborah

A Content Analysis of Special Education Teacher Evaluation Forms.

Pub Date Aug 82

Note-71p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrators; Adults; Elementary Secondary Education; *Evaluation Criteria; Records (Forms); Special Education; *Special Education Teachers; *Standards; Teacher Evaluation

Identifiers-Illinois

The presence of selected standards and criteria found within special education teacher evaluation forms was investigated. In 1979, directors of special education districts, assistants to the directors, and directors of joint agreements were requested to send a copy of the teacher evaluation form most commonly used in their schools. In 1982, the same sample was again asked to send their teacher evaluation forms. Each form (n=132) was scored on seven standards: (1) discipline, (2) behavior management, (3) classroom management, (4) instructional, (5) relationships with parents, (6) professional development, and (7) communication between special education and local district. A mean was derived for each criterion statement for each standard. The seven selected standards did not demonstrate a statistically significant difference between teacher evaluation forms of 1979 and 1982. Examination of a specific criterion within each standard did demonstrate growth in the stated criterion between 1979 and 1982. The increase in the number of rankings for a selected criterion did indicate compliance with state and federal mandates with special education. Decreases in specific criteria were resultant of administrative/managerial perceived needs, and not resultant of improved special education teacher effectiveness. (Author/PN)

ED223698 TM820845

Development of 1979 Revision of the Interest Check List. U.S. Employment Service Test Research Report No. 36

California Employment Development Dept., Los Angeles.; Employment and Training Administration (DOL), Washington, D.C.

Pub Date Mar 82

Note-18p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Counseling; *Check Lists; *Interest Inventories; Occupational Clusters; Occupational Information; Personnel Evaluation; *Test Construction; *Vocational Interests

Identifiers-*USES Interest Check List

The revision of the United States Employment Service (USES) Interest Check List (ICL) is described. The ICL was designed as an aid to Employment Service counselors by helping counselees to become more aware of the variety of occupational fields that exist and to identify their occupational interests as a basis for occupational exploration. The development of the 1979 edition of the ICL was oriented to the "Guide for Occupational Exploration" (GOE) which contains an occupational structure consisting of 12 interest areas, 66 work groups, and 348 subgroups. Work on the revision of the ICL and the development of the GOE was carried out simultaneously. Item construction and changes in format and graphics are described. The occupational structure of interest areas, work groups, and subgroups in the GOE; and the ICL with instructions for administering and using the ICL are included in the appendices. (Author/PN)

ED223699 TM820846

Mason, William M.; Entwisle, Barbara

A Better Way to Do Contextual Analysis. A Michigan Comparative Fertility Project Working Paper, No. 82-32.

Michigan Univ., Ann Arbor. Center for Population Studies.
Spons Agency-Andrew W. Mellon Foundation, New York, N.Y.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date Sep 82
Grant-1R01-HD-15730-01
Note-35p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco; CA, September, 1982).
Available from-Publications/Population Studies Center, 1255 South University Avenue, Ann Arbor, MI, 48104 ($2.00).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bayesian Statistics; Birth Rate; Demography; *Estimation (Mathematics); Least Squares Statistics; *Maximum Likelihood Statistics; *Models; Predictive Measurement; Probability; Statistical Significance
Identifiers-*Contextual Analysis; Restricted Maximum Likelihood Bayes

The real problems of contextual analysis concern the conceptualization of contextual effects, the kinds of data with which to estimate them, and the selection and implementation of appropriate statistical techniques. This paper focuses on detection; specifically, an approach to contextual analysis based on the estimation and interpretation of a covariance component model with hyperparameters. The restricted maximum likelihood/Bayes (REML/Bayes) estimation procedure described is based on Mason and Wong (forthcoming). This paper illustrates the specification, estimation, and interpretation of a covariance component model with hyperparameters, using an example concerning systematic variability across countries in the determination of individual fertility within countries. The purpose in developing this example is to make the approach accessible to others interested in contextual analysis, but not in the algebraic and statistical complexities that comprise formal presentations. Multilevel analysis using the covariance component framework is an advance in contextual analysis. Whether contextual effects exist for a given substantive problem is one matter; their estimation is another. Researchers may be hard pressed to find such effects unless they use efficient and appropriate estimation techniques in conjunction with appropriate theoretical reasoning. This illustration indicates that the REML/Bayes estimation procedure extracted results which otherwise would have been invisible. (Author/PN)

ED223700 TM820847

Sebring, Penny A.; Boruch, Robert F.

Beyond the Use of NAEP: Lessons for Increasing the Use of State and Local Assessment Results.

Pub Date Jun 82
Note-10p.; Paper presented at the National Assessment of Educational Progress Conference on Large Scale Assessment (Boulder, CO, June 7-10, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement; Administrative Policy; *Educational Assessment; Educational Diagnosis; Elementary Secondary Education; *National Programs; Policy Formation; *School Districts; *State Programs; *Test Use; User Satisfaction (Information); Use Studies
Identifiers-*National Assessment of Educational Progress

Getting assessment results used is no easy task. This paper examines the findings of a recent study on the uses of National Assessment of Educational Progress (NAEP) and suggests implications for increasing use of state and local assessment results. The NAEP study, conducted at Northwestern University, generated evidence that assessment results and methods were employed to make decisions, persuade others, and enhance understanding of issues. These uses occurred in the context of professional activities (the use of results to improve instruction); research (the use of results to understand achievement); and policy development (the use of results by different levels of governance). State and local agencies often exploited NAEP findings and methods to assess student achievement and to identify and address weaknesses in curricular programs, but there was a wide variety of other uses as well. Implications are discussed for assessment planning, meeting heterogeneous user needs, inventing multiple dissemination strategies, providing technical assistance, developing inter-institutional relations, and systematic monitoring of use. (Author/PLB)

ED223701 TM820848

Murphy, Kevin R.

Cost-Benefit Considerations in Choosing among Cross-Validation Methods.

Pub Date Aug 82
Note-16p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 23-27, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cost Effectiveness; *Estimation (Mathematics); Mathematical Formulas; Psychometrics; *Research Design; Sampling; Statistical Data; *Validity
Identifiers-*Cross Validation

There are two general methods of cross-validation: empirical estimation, and formula estimation. In choosing a specific cross-validation procedure, one should consider both costs (e.g., inefficient use of available data in estimating regression parameters) and benefits (e.g., accuracy in estimating population cross-validity). Empirical cross-validation methods involve significant costs, since they are typically laborious and wasteful of data, but under conditions represented in Monte Carlo studies, they are generally not more accurate than formula estimates. Consideration of costs and benefits suggests that empirical estimation methods are typically not worth the cost, except in a limited number of cases in which Monte Carlo sampling assumptions are not met in the derivation sample. Designs which use multiple samples to estimate the cross-validity of a single regression equation are clearly preferable to single-sample designs; the latter are never expected to be more accurate than formula estimates and thus are never worth the cost. Multi-equation designs are more accurate than single equation designs, but they appear to estimate the wrong parameter, and thus are difficult to interpret. (Author)

ED223702 TM820849

Gourgey, Annette F.

Development of a Scale for the Measurement of Self-Concept in Mathematics.

Pub Date 82

Note-18p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Ability; *Attitude Measures; Higher Education; Mathematical Concepts; *Mathematics Anxiety; Performance Factors; *Self Concept; Skill Development; *Test Construction

Identifiers-*Mathematical Self Concept Scale (Gourgey); Mathematics Anxiety Rating Scale

Evidence suggests that victims of mathematics anxiety suffer from a poor self-concept regarding their mathematical ability. A 27-item attitude scale was developed reflecting attitude toward one's ability to learn mathematics. This scale was administered to 92 students taking a required statistics course, along with the Mathematics Anxiety Rating Scale, an arithmetic test, a list of erroneous statements about mathematics, and a midterm examination. Mathematical self-concept was moderately related to mathematics anxiety and was more highly correlated with arithmetic skills, acceptance of erroneous beliefs about mathematics, performance on the midterm examination, and number of years since last mathematics course than was mathematics anxiety. It was suggested that mathematical self-concept is an important dimension of attitude in mathematics learning to consider in both research and remediation. (Author)

ED223703 TM820850

Baker, Eva L.; And Others

Making, Choosing, and Using Tests: A Practicum on Domain-Referenced Testing.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Aug 80
Contract No-NIE-78-0213
Note-205p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Criterion Referenced Tests; Elementary Secondary Education; *Evaluation Criteria; Item Analysis; *Local Norms; Measurement Objectives; Relevance (Education); Skill Analysis; *Test Construction; Testing Programs; Test Items; Test Reliability; *Test Selection; Test Use; *Test Validity
Identifiers-Domain Referenced Tests; Test Manuals

The materials presented were developed for use in a series of conferences on testing and instruction sponsored by the National Institute of Education, with the United States Office of Education, the UCLA Center for the Study of Evaluation, and a network of research and development agencies. They are intended for use by school practitioners and others concerned with the development or selection of tests geared toward local curricula and objectives. The development and validation process is described. The volume provides procedures for selecting or developing tests that are instructionally relevant and technically sound. Two procedures for test development rely on domain specifications and item review for congruence with these specifications. The two procedures for test selection are concerned with a test's relevance and its technical properties. Domain specifications connect learning outcomes to instructional content and the assessment of learning by providing rules for describing the domain, generating items, and setting their linguistic and cognitive complexity. The test selection procedures consider a test's instructional relevance to specified skills and objectives and its technical qualities. A training unit and practice materials for each procedure and a facilitator's guide are provided. (Author/CM)

ED223704 TM820851

Reuman, David A.; And Others

Measurement Models for Thematic Apperceptive Measures of the Achievement Motive.

Spons Agency-National Inst. of Mental Health (DHHS), Rockville, Md.
Pub Date 27 Aug 82
Grant-MH-14618-05
Note-32p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC., August 27, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement; *Achievement Need; Adults; Error of Measurement; Job Satisfaction; *Models; Test Theory; *Test Validity; *True Scores
Identifiers-*Classical Test Theory; Nomological Network; *Thematic Appreciation Test; Theoretical Analysis

According to classical test theory, the presence of random measurement error in a psychological test has important implications for validation studies. The more comprehensive application of classical test theory in construct validation is distinguished from that in criterion-oriented validation. Critics of thematic apperceptive measurement of the achievement motive have often blurred this distinction and have consequently failed to appreciate the construct validity of this motive measure. Using explicit true score measurement models of theoretical constructs, evidence for the construct validity of the achievement motive in a representative sample of adult males in America (n=508) is described. Evidence is presented that the achievement motive construct is related in theoretically expected ways to constructs of academic achievement and work satisfaction, despite the presence of substantial random measurement error in thematic apperceptive measures of the motive. Evidence for the discriminant validity of story content from story length in the thematic apperception test is also presented in this nomological network. (Author/PN)

ED223705 TM820852

Manual for Administrators and Teachers. New York State Preliminary Competency Test on Reading: Form C.

New York State Education Dept., Albany.
Pub Date 82
Note-55p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Educational Trends; Reading Ability; Reading Comprehension; *Reading Tests; *Remedial Reading; Scoring; Screening Tests; *Secondary Education; *State Programs; Testing; Test Interpretation; Test Reliability; Test Validity
Identifiers-*New York State Prelim Competency Test in Reading; *Test Manuals

The Regents Competency Program has two basic purposes: (1) to assure the early identification of students who need help in developing reading, writing, and mathematics skills and (2) to assure that students have acquired adequate competency in these skills before receiving a high school diploma. The New York State Preliminary Competency Test in Reading is designed to measure reading achievement by determining the most difficult prose text a student can read with comprehension. Scores obtained on the test can be used to: (1) evaluate students' current level of achievement in reading; (2) determine the most difficult prose text a student can profitably use in instruction and in independent reading; (3) measure growth in the ability to read with comprehension; (4) determine statewide trends in students' ability to read with comprehension; and (5) indicate the extent of remedial help, if any, that a student may need in order to achieve success on the Regents Competency Test in Reading; and (6) provide the basis for the termination of remediation. Topics include: administering and scoring the test; interpreting results; using the test for instructional purposes; and technical characteristics. (Author/PN)

ED223706 TM820853

Rasp, Alfred, Jr.

Interviewing to Augment Large Scale Survey Data: The Washington High School and Beyond Story. Research on Evaluation Program. Paper and Report Series No. 71.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Mar 82
Contract No-400-80-0105
Note-21p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Data Collection; *High Schools; *Interviews; Longitudinal Studies; National Surveys; Questionnaires; Research Methodology; *State Surveys
Identifiers-*High School and Beyond (NCES); National Center for Education Statistics; National Opinion Research Center; *Washington

High School and Beyond is a national longitudinal study of the 1980 classes of high school sophomores and seniors. It is part of a larger program of national longitudinal surveys commenced in 1972 by the National Center for Education Statistics. The state of Washington participated directly in the study by expanding the number of schools selected (n=50) for the national study to create valid state samples. Washington elected to survey the schools using National Opinion Research Center (NORC) materials and procedures but with state personnel and resources. To assure the validity of comparisons with the national results, NORC provided the data processing of the completed instruments. Because Washington was the only state to select this approach, the Washington High School and Beyond Study illustrates a unique example of a state's adaptation of a large-scale national survey activity. The report describes the background of the study, the focus on school-level data, the development of interviewing skills, the growing interest in the High School and Beyond data, the procedures used, concerns and problems encountered, and the benefits of interviewing as a follow-up technique. (Author/PN)

Gambling Dealer (Amuse. & Rec.) 343.467-018. Development of USES Specific Aptitude Test Battery

Employment and Training Administration (DOL), Washington, D.C.
Report No-USES-S-473R82
Pub Date 82
Note-40p.; Pages 22-24 marginally legible due to small print.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Aptitude Tests; *Occupational Tests; Personnel Evaluation; Predictive Measurement; *Test Construction; Test Use; Test Validity; *Vocational Aptitude
Identifiers-*Gambling; Test Batteries; *USES Specific Aptitude Test Battery

The United States Employment Service (USES) Specific Aptitude Test Battery (SATB) for Gambling Dealer is evaluated from three points of view: (1) technical adequacy of the research; (2) fairness to minorities; and (3) usefulness of the battery to Job Service staff and employers in selecting individuals for training as Gambling Dealers. Research demonstrated a statistically significant and useful relationship between proficiency as Gambling Dealer and the SATB. The SATB can be expected to produce a useful increase in the proportion of highly competent workers. When the SATB was applied to the validation sample, composed of individuals who were employed and therefore considered competent, an increase from 65 percent to 70 percent in the proportion of highly proficient workers was found. A greater increase can be expected when the battery is used with applicants, as the range of relevant abilities is wider among applicants than among employed workers. The report includes: summary; procedure; analysis; and the validity of the battery. Descriptive statistics for subgroups of the validation sample, descriptive rating scale for trainees, special and standard descriptive rating scales, job duties, and a training course outline are contained in the appendices. (Author/PN)

ED223708 TM820855

Profiles, College-Bound Seniors, 1981.
College Entrance Examination Board, New York, N.Y.
Pub Date 82
Note-118p.; Document contains small print.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Aspiration; Admission Criteria; *College Bound Students; *Ethnic Distribution; Family Income; Geographic Distribution; Higher Education; Parent Background; Racial Distribution; School Statistics; Scores; *Sex Differences; *Student Characteristics; Testing Programs; Test Interpretation; *Test Results
Identifiers-Aggregation (Data); *College Board Achievement Tests; College Entrance Examination Board; *Scholastic Aptitude Test

This is the first in a series of annual summaries that will make available detailed profiles of the ethnic, racial, male, and female populations from the Admissions Testing Program (ATP) of the College Board. This report is the most comprehensive of all ATP summary reports: It is based on the records of all high school seniors in the United States in 1980-81 who registered for the Admissions Testing Program by March of their senior year. One of the primary benefits of summary data from the Admissions Testing Program is that they facilitate the proper interpretation and understanding of individual student data. Test scores obtained from measures such as those in the Admissions Testing Program reflect individual ability and achievement at the time the test is administered. The usefulness of these scores is dependent upon an understanding by the user of the context in which the particular test scores were earned. To interpret individual performance requires the aggregation of data across relevant educational variables for the various populations of students who register for the Admissions Testing Program. The purpose of this report, therefore, is to provide data that will facilitate this understanding of test performance. (Author/PN)

ED223709 TM820856

Project Evaluation Reports and Progress Reports: 1981-82.
Tulsa Public Schools, Okla.
Pub Date Aug 82
Note-135p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Curriculum Development; Early Childhood Education; Educational Objectives; Elementary Secondary Education; *Evaluation Methods; Mathematics; *Program Descriptions; *Program Evaluation; Reading; Staff Development
Identifiers-*Tulsa Public Schools OK

This document contains the project descriptions, objectives, evaluation procedures and results, summary and conclusions, as well as recommendations for the 1981-82 Project Evaluation Reports and Progress Reports of the Tulsa Public Schools. Part 1 contains the project evaluations of: (1) advanced placement curriculum, (2) art/drama gifted and talented, (3) centers for gifted elementary students, (4) differentiated staffing for health services, (5) district staff development, (6) elementary magnet school staff development, (7) English as a second language, (8) footsteps for fours - early childhood development and parent involvement program, (9) improving school effectiveness, (10) language arts skills instruction, (11) multi-school librarians, (12) museum studios in the studio arts, (13) philharmonic youth concert, and (14) Spanish immersion. Part 2 contains the progress reports on: (1) basic reading learning centers, (2) career education for life's sake, (3) community resource center for the arts and humanities, (4) early childhood education, (5) elementary developmental mathematics, (6) elementary magnet schools, (7) elementary mathematics management system, (8) elementary reading management system, (9) junior high learning centers, (10) mathematics management/microcomputer mathematics, (11) minimum competency testing standards, and (12) secondary English/reading skills immersion. (Author/PN)

ED223710 TM820857

Hall, Charles W. L.

Needs Assessment: A Critical Component in Professional Development Planning and Programming.

Pub Date Feb 82

Note-41p.; Figure 1 contains small print.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational Planning; *Evaluation Methods; *Needs Assessment; Objectives; Program Design; *Program Development; Program Effectiveness; Program Implementation; Program Improvement; *Surveys

The purpose of this investigation (special field project) was to seek out theoretical and research-proven foundations pertaining to needs assessment activities and their potential impact upon the development and implementation of a Division of Student Affairs Professional Development Program. It was discovered that the activity is highly fragmented and lacking, both in published professional literature and traditional research to substantiate its utility. Fragmentation has generated a variety of needs assessment models, management strategies, and procedural techniques with highly specialized instrumentation. The needs assessment process includes: (1) idea conception (the needs assessment model), (2) procedural tasks (the management strategy) (3) ways and means of acquiring data (the specific or combined techniques), (4) data collection of needs (the specific instrument), and (5) implementation of the idea (decision, analysis, and dissemination). The key to a valid needs assessment lies within selecting and integrating those components which work harmoniously together to capture critical needs. The success of any well-orchestrated needs assessment depends upon the effectiveness and efficiency of the implemented professional development program to satisfy those individually identified needs and wants of the targeted population. The appendix contains the developed needs assessment instrument. (Author/PN)

ED223711 TM820858

De Avila, Edward; And Others

A Neo-Piagetian Approach to Test Bias: Final Report.

De Avila, Duncan and Associates, Inc., Larkspur, CA.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date 31 Mar 82

Grant-NIE-G-79-0155

Note-203p.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Cognitive Processes; Cognitive Style; *Cognitive Tests; *Developmental Stages; Elementary Education; Ethnic Groups; Intentional Learning; Performance Factors; *Test Bias; *Test Coaching; *Test Wiseness

Identifiers-*Neo Piagetian Theory; *Raven Progressive Matrices

This project examined the hypothesis that different background experiences associated with cultural grouping may lead to differences in test-taking strategies which result in score differences extraneous to the abilities the test is intended to measure. Its purposes were to confirm (or disconfirm) the cultural differences hypothesis and to provide a systematic basis for reducing this potential source of test bias and invalidity. Subjects were 810 Anglo, Black, and Mexican-American students in grades 2, 4, and 6. The test used was the Raven Progressive Matrices. The relative level of culturally related bias was predicted for each item a priori, based on level of complexity. Results indicated that although group differences on the test are related to developmental level, they are also related to test-taking skills. Test-taking skills are a major source of variation; they are learned and can be strengthened through exposure to specific requirements for the test. These results indicate that an important source of bias is as much in the overall testing procedure as in the test itself, and challenge the assumption that all children approach and solve a test-taking task in the same way. (Author/PN)

ED223712 TM820859

Lowman, Rodney L.

Uses of "Parallel Processes" in Evaluation Research.

Pub Date 26 Aug 82

Note-15p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Evaluation Methods; *Evaluators; *Experimenter Characteristics; Federal Legislation; *Government Employees; Organizational Change; *Researchers; Research Methodology

Identifiers-Evaluation Research; Federal Agencies; *Institute for Social Research MI; *Parallel Processes

Frequently, the behavior of researchers reflects important and otherwise unrecognized aspects of the phenomenon which is being studied or evaluated. In other words, the "processes" of the researcher are "parallel" to the "processes" of the entity being studied. These parallel processes are illustrated with examples from an evaluation of five Federal organizations and the effects of a major personnel policy reform on them. The behavior of the researchers, a group from the Institute for Social Research at the University of Michigan, was frequently parallel to the behavior of the agency staff being studied. (BW)

ED223713 TM820860

U.S. Employment Service Tests and Assessment Techniques. Test Research Report No. 32.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date 82

Note-30p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Aptitude Tests; Clerical Workers; Literacy; *Occupational Tests; Personnel Evaluation; *Predictive Measurement; *Test Construction; *Testing Programs; Test Use; Test Validity; *Vocational Aptitude; Vocational Interests

Identifiers-*Employment Service; *Test Batteries

The United States Employment Service (USES), in cooperation with State employment services, has conducted a continuing program of occupational test research and development since the mid-1930's. This program has produced a variety of tests and assessment techniques useful in vocational counseling and in selection of individuals for specific jobs. The tests have wide applicability and are used by local offices of State employment services, schools, employment and training organizations, and many foreign countries. The purpose of this series of reports is to provide results of significant test research projects. The following tests and techniques described in detail, have been developed for measurement of occupational aptitude, clerical skills, literacy skills, and occupational interest: (1) General Aptitude Test Battery; (2) Nonreading Aptitude Test Battery; (3) Specific Aptitude Test Batteries; (4) Clerical Skills Tests; (5) Basic Occupational Literacy Test; (6) Pretesting Orientation Techniques; (7) Interest Check List; and (8) USES Interest Inventory. (Author/PN)

ED223714 TM820861

Development of USES Specific Aptitude Test Battery for Waiter/Waitress, Informal (hotel & rest.) 311.477-030.

Oregon State Dept. of Human Resources, Salem.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.
Report No-S-179R82
Pub Date 82
Note-19p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Aptitude Tests; Employment Qualifications; *Hospitality Occupations; Job Analysis; *Occupational Tests; Personnel Evaluation; Predictive Measurement; *Test Construction; Test Use; Test Validity; *Vocational Aptitude
Identifiers-Test Batteries; USES Specific Aptitude Test Battery; *Waiters Waitresses

The United States Employment Service (USES) Specific Aptitude Test Battery (SATB) for Waiter/Waitress (Informal) is evaluated from three points of view: (1) technical adequacy of the research, (2) fairness to minorities, and (3) usefulness of the battery to Employment Service staff and employers in selecting individuals for training as waiter/waitress. Research demonstrated a statistically significant and useful relationship between proficiency as a waiter/waitress and the SATB. The report includes: (1) summary; (2) procedure; (3) analysis; and (4) validity of the battery. Descriptive statistics for subgroups of the validation sample; descriptive rating scale; and job description are contained in the appendices. (Author/PN)

ED223715 TM820862

Test Interpretation, Misinterpretation, and Instructional Planning.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 82
Note-8p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Tests; *Educational Planning; Elementary Secondary Education; *Instructional Development; Scores; Teachers; *Test Interpretation; Test Items; Test Results

The "Instructional Improvement Digest" communicates advisory information about practical courses of action that can be implemented by teachers and administrators to improve key areas of school instruction. The series digest topics draws upon inquiry associated with the Southwest Regional Laboratory for Educational Research and Development's Proficiency Verification Systems and Services and other pertinent research. The digest seeks to focus on matters of high priority in the conduct of current activities for instructional improvement. This article addresses the matter of how to use student test results for instructional purposes. It provides a simple and practical strategy for using test information sensibly. Interpreting test results, subtest labels, and test items are discussed. Good test consumerism requires judging test items according to the intention of instruction and interpreting scores according to their usefulness in instructional planning. (Author/PN)

ED223716 TM820863

Sweeney, Jim; Manatt, Richard

Teacher Competence: The Past, Present and Future of Its Assessment.

Pub Date [82]
Note-38p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults; *Competence; Evaluation Criteria; *Evaluation Methods; Literature Reviews; Models; *Teacher Evaluation; Teacher Qualifications; *Teachers
Identifiers-*Redfern Approach; *Teacher Performance Evaluation (Manatt)

This article highlights the state of the art in assessing the competency of elementary and secondary teachers in America. It includes an analysis of the historical perspective of teacher evaluation, the dilemma currently plaguing teacher evaluators, and future direction for research in teacher evaluation. The primary focus is on the two models which are considered the most efficacious for evaluating teachers: the Redfern Model and Teacher Performance Evaluation. Both models are explicated and a discussion of strengths and weaknesses provided. States requiring teacher evaluation and evaluation system criteria are included in the appendices. (Author/PN)

ED223717 TM820864

McLarty, Joyce

Technical Considerations in Quantifying Severe Discrepancies for the Identification of Learning Disabilities.

Riverside Unified School District, Calif.
Pub Date 11 Nov 82
Note-28p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Achievement Tests; Correlation; *Evaluation Methods; *Handicap Identification; *Learning Disabilities; Mathematical Models; *Measurement Techniques; *Severe Disabilities; Special Education; State Standards; Statistical Analysis; Student Characteristics; Test Construction; Test Reliability
Identifiers-California

Educators designing procedures for identifying students as learning disabled are faced with serious technical difficulties. A student with a learning disability is one who "has a severe discrepancey between achievement and intellectual ability" in one or more designated areas. The methods of quantifying achievement, intellectual ability, and their difference together with the nature and degree of difference specified as "severe" determine, in large part, the number and characteristics of students identified as learning disabled. Three types of approaches are currently used for the quantification of severe discrepancies: absolute difference methods, expected achievement methods, and proportional difference methods. Each approach may be utilized with a variety of statistical models. The most complex models adjust the quantification and standard for many characteristics of the student and of the tests. The three approaches are reviewed with reference to some of the commonly used statistical techniques. The effects of test reliability, regression to the mean, test intercorrelations, multiple comparisons, Type I and Type II error rates, and the choice of student and test characteristics for which adjustments in the characteristics of students identified as learning disabled are considered. The advantages and disadvantages of the model proposed by the state of California are discussed. (Author/CM)

ED223718 TM820865

Development of USES Specific Aptitude Test Battery for Ticket Agent (any ind.) 238.367-026.

Utah State Dept. of Employment Security, Salt Lake City. Western Test Development Field Center.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C.

Report No-S-200R82

Pub Date 82

Note-22p.; Appendix 3 marginally legible due to small print.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Aptitude Tests; Employment Qualifications; Job Analysis; *Occupational Tests; Personnel Evaluation; Predictive Measurement; *Test Construction; Test Use; Test Validity; *Vocational Aptitude

Identifiers-Test Batteries; *Ticket Agents; USES Specific Aptitude Test Battery

The United States Employment Service (USES) Specific Aptitude Test Battery (SATB) for Ticket Agent is evaluated from three points of view: (1) technical adequacy of the research; (2) fairness to minorities; and (3) usefulness of the battery to Employment Service staff and employers in selecting individuals for ticket agent positions. Research demonstrated a statistically significant and useful relationship between proficiency as a ticket agent and the SATB. The SATB can be expected to produce a useful increase in the proportion of highly proficient workers. When the SATB was applied to the validation sample, composed of individuals who were employed and therefore considered competent, an increase from 65 percent to 74 percent in the proportion of highly proficient workers was found. Similar results were found for the cross-validation sample. A greater increase can be expected when the battery is used with applicants, because the range of relevant abilities is wider among applicants than among employed workers. The report includes: (1) research summary; (2) procedure; (3) analysis; and (4) validity of the battery. Descriptive statistics for subgroups of the validation sample; descriptive rating scale; and job description are contained in the appendices. (Author/PN)

ED223719 TM820866

Millman, Jason

Teacher Evaluation.

Northwest Regional Educational Lab., Portland, Oreg.

Pub Date 1 Oct 82

Note-11p.; Prepared for the Chief State School Officers of the Northwest and Pacific.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education; *Evaluation Methods; Formative Evaluation; Legal Responsibility; Measurement Techniques; Organizational Climate; Program Implementation; Summative Evaluation; Teacher Administrator Relationship; *Teacher Evaluation; Validity

Identifiers-*Evaluation Problems; Fairness

Five areas of concern about teacher evaluation are identified. They are: (1) intentions, i.e., what should be the intended role of the teacher evaluation system--summative for accountability purposes or formative for staff improvement?; (2) legal issues, i.e., how best can the legal rights of teachers and the public be assured within an evaluation system that efficiently provides useful and accurate information?; (3) implementation, i.e., to what extent and in what ways do attempts to implement a teacher evaluation system affect the organization and authority structure, the working relations, and the educational climate of schools?; (4) fairness and humaneness, i.e., what should be the tradeoffs between the fairness and humaneness of a teacher evaluation system and its effectiveness?; and (5) types of evidence, i.e., what categories of evidence and measuring approaches are best (fair, accurate, legal, efficient, credible, and humane) given a specific purpose for an evaluation system and a specific concept of good teaching? (Author/BW)

ED223720 TM820868

Moy, Raymond

Score Equating and Nominally Parallel Language Tests.

Pub Date May 82

Note-35p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (16th, Honolulu, HI, May 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Equated Scores; Language Proficiency; *Language Tests; Latent Trait Theory; Scaling; Statistical Analysis; *Test Reliability; *Test Theory

Identifiers-Equipercentile Equating; Generalizability Theory; Linear Equating Method; Parallel Forms Reliability; *Parallel Test Forms

Score equating requires that the forms to be equated are functionally parallel. That is, the two test forms should rank order examinees in a similar fashion. In language proficiency testing situations, this assumption is often put into doubt because of the numerous tests that have been proposed as measures of language proficiency and the heterogeneous nature of the examinee population to whom the tests are given. A methodology is proposed for handling the problem of equating nominally parallel language tests. In particular, two multiple-choice grammar tests -- one whose items are based on academic texts and cover a wide range of grammar topics, and the other whose non-academic vocabulary and contexts focus on a narrower range of grammar topics -- are examined for functional parallelism through a generalizability study. It was found that these surface differences did not cause any significant reordering of examinee ranks and that score equating could take place. Three commonly used score equating methods, namely those based on linear, equipercentile, and latent trait models, were then applied and evaluated for appropriateness to this particular equating situation. The equipercentile method was found to provide the most accurate and stable results. (Author/PN)

ED223721 TM820869

Baker, Eva L.

Regional Conferences on Testing and Instruction. Final Report.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 31 Aug 80
Contract No-NIE-78-0213
Note-210p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Achievement Tests; *Conferences; Criterion Referenced Tests; Educational Diagnosis; *Educational Testing; Elementary Secondary Education; Federal Government; *Instructional Improvement; School Effectiveness; Standardized Tests; State School District Relationship; *Teacher Effectiveness; Test Construction; *Testing; Test Selection; *Test Use; Workshops

In the spring of 1979, the National Institute of Education, in collaboration with the United States Office of Education, the UCLA Center for the Study of Evaluation (CSE), and members of a nation-wide network of research and development agencies, sponsored a national colloquy on the theme that testing could have an important impact in improving the effectiveness of instruction, but that much remained to be understood about testing needs and problems. Eight regional conferences were held. Each conference involved presentations from national and regional figures in the area of testing and instruction. The conferences also provided an initial training opportunity in test development and test selection to acquaint participants with some of the newer ideas in the field. Each conference devoted its second day to important regional issues and needs. The recommendations of the regional conferences can be synthesized as follows: (1) current testing perspectives need to be refocused; (2) decisions about test development and selection should involve a much broader constituency than is presently the case; (3) the instructional application of testing needs to be refined; and (4) greater coordination is needed among federal, state, and local testing needs. Some implications growing from these recommendations are presented. (Author/BW)

ED223722 TM820870

Development of USES Specific Aptitude Test Battery for Refinery Operator (petrol. refin.) 549.260-010.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C.

Report No-S-68R82

Pub Date 82

Note-19p.; Analysis and report by Northern Test Development Field Center, Detroit, Michigan.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Aptitude Tests; Employment Qualifications; Job Analysis; *Occupational Tests; Personnel Evaluation; Predictive Measurement; Semiskilled Workers; *Test Construction; Test Use; Test Validity; *Vocational Aptitude

Identifiers-*Refinery Operators; Test Batteries; USES Specific Aptitude Battery

The United States Employment Service (USES) Specific Aptitude Test Battery (SATB) for Refinery Operator is evaluated from three points of view: (1) technical adequacy of the research; (2) fairness to minorities; and (3) usefulness of the battery to Employment Service staff and employers in selecting individuals for training in refinery operator positions. Research demonstrated a statistically significant and useful relationship between proficiency as refinery operators and the SATB. The SATB can be expected to produce a useful increase in the proportion of highly proficient workers. When the SATB was applied to the validation sample, composed of individuals who were employed and therefore considered competent, an increase from 62 percent to 72 percent in the proportion of highly proficient workers was found. Similar results were found for the cross-validation sample. A greater increase can be expected when the battery is used with applicants, as the range of relevant abilities is wider among applicants than among employed workers. The report includes: (1) research summary; (2) procedure; (3) analysis; and (4) validity of the battery. Descriptive statistics for subgroups of the validation sample; descriptive rating scale; and job description are contained in the appendices. (Author/PN)

ED223723 TM820871

Development of USES Specific Aptitude Test Battery for Respiratory Therapist (medical ser.) 079.361-010.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C.

Report No-S-326R82

Pub Date 82

Note-22p.; Appendix 3 marginally legible due to small print. Analysis and report by Northern Test Development Field Center, Detroit, Michigan.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Aptitude Tests; Employment Qualifications; *Inhalation Therapists; Job Analysis; *Occupational Tests; Personnel Evaluation; *Test Construction; Test Validity; *Vocational Aptitude

Identifiers-Test Batteries; USES Specific Aptitude Test Battery

A Specific Aptitude Test Battery (SATB) for Respiratory Therapist was developed by the U.S. Employment Service (USES). The technical adequacy of research, fairness to minorities, and usefulness of the battery to Employment Service staff and employers in selecting individuals for training in respiratory therapist positions were examined. Research demonstrated a statistically significant and useful relationship between proficiency as respiratory therapists and SATB aptitudes of general learning ability, spatial aptitude, form perception, and motor coordination. The validation sample consisted of 496 employed workers (including 99 blacks) from 17 states and the District of Columbia. The SATB was found to be fair to Blacks, Hispanics, and non-minorities and to males and females, using several definitions of fairness. Job performance data were collected during 1972-81 using supervisory ratings. The job analysis procedure, experimental General Aptitude Test Battery (GATB), validation sample description, and criterion-related validity for the study are explored. A sample Descriptive Rating Scale and respiratory analyst job description are included. Work performed includes record keeping, therapy procedures, equipment care, and other duties. (CM)

ED223724 TM820872

Manitoba Health Assessment Program, 1982. Preliminary Report: Grade 5 & 10 Test Data.

Manitoba Dept. of Education, Winnipeg.
Report No-ISBN-0-86497-072-7
Pub Date May 82
Note-114p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Achievement; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; *Grade 5; *Grade 10; *Health Education; *Health Programs; Hygiene; Program Evaluation; Student Attitudes; Student Evaluation
Identifiers-*Manitoba Health Assessment Program

The health assessment program is part of the overall Manitoba student assessment program as recommended by the Joint Committee on Evaluation and approved by the Minister of Education. The purposes for conducting assessment programs are as follows: (1) to provide benchmark indicators about the level of student achievement in the Province of Manitoba; (2) to obtain data on student achievement that will assist in curriculum and program improvement at the provincial and local level; (3) to assist school divisions in student and system evaluation; and (4) to help teachers improve their student evaluation skills. The grade 5 and 10 tests were designed to assess student health knowledge, attitudes, and habits. Tests were administered to a sample of students selected from public schools throughout Manitoba. This preliminary report contains an overview of the procedures followed and a detailed presentation of the student data collected for the 1982 health assessment program. The data are presented in tabular form and are accompanied by a minimum of discussion, thereby providing student information for use by classroom teachers. The results provide an indication of student performance in a number of health concept areas. All data are reported on a provincial basis only. (Author/PN)

ED223725 TM820873

Lachar, David

The Personality Inventory for Children.

Pub Date Aug 82

Note-8p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Problems; Evaluation Methods; Guidance; Guides; *Identification; Item Banks; Measures (Individuals); Mothers; *Parent Participation; *Personality Measures

Identifiers-*Personality Inventory for Children

The development of the Personality Inventory for Children (PIC) began with the core concept that maternal reports would provide data for child guidance evaluation and the consequent belief that maternal responses to a 600-item administration booklet could yield scales useful in determining child and family status. Two areas of weakness were found: (1) the lack of depth of clinical correlates left the test user to extrapolate from assumed characteristics of criterion group members and/or scale item content; and (2) the documentation of cutting scores did little to suggest at what elevations a scale has clinical meaning. Therefore, criterion data was collected from parents in the form of a clinic application blank. The resulting actuarial study, completed in 1979, analyzed 431 PIC protocols from children and adolescents during 1976 and 1977, comparing each of the 16 profile scales with 322 potential correlates. These analyses identified a reasonably robust number of cross-validated correlates and also delineated scale T-score ranges where these correlates were the most likely descriptive. Concerns which were also explored include: (1) the use of maternal reports to predict cognitive characteristics of their children, (2) the possibility that PIC scales represent maternal observations that can be distorted, and (3) the length of the administration booklet. (PN)

ED223726 TM820874

Finney, Phillip D.

Research and the IRB: When Consent Information Refers to Risk and to Deception.

Spons Agency-Southeast Missouri State Univ., Cape Girardeau.

Pub Date Apr 82

Note-21p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (Dallas, TX, April 15-17, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Conformity; *Ethics; Higher Education; Information Utilization; Psychological Studies; *Research Methodology; *Research Problems; Responses; *Risk

Identifiers-Asch Vertical Line Scale; *Consent; *Deception

An experiment which varied indications about the possibility of psychological risk and deception in consent information provided to subjects prior to participation in Asch's (1952) line-judgment task is presented. The number of erroneous line-judgments (conformity) made by subjects across five consent treatments and a no-consent control group were measured. Also, post-task measures assessed subjects' reactions to the experiment. Results revealed that informing subjects that they would not be at risk or would be at risk because they would be deceived increased the frequency of conforming line-judgments, while other consent statements did not influence conformity. Also, deception aroused subjects emotionally, but subjects did not indicate that they believed the deception placed them at risk, nor did it adversely affect their impressions of the quality of the research. Implications of these results for future research on deception are considered. (Author/PN)

ED223727 TM820875

Williams, Jerome A.

The South Carolina Basic Skills Assessment Program: A Description of the State Department of Education's Monitoring Process and Reports.

Southeastern Public Education Program, Columbia, S.C.
Pub Date Nov 82
Note-50p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Basic Skills; Educational Assessment; *Educational Legislation; *Educational Objectives; Elementary Secondary Education; Instructional Improvement; School Districts; School Readiness Tests; *State Programs; *State School District Relationship; Statewide Planning
Identifiers-*South Carolina Basic Skills Assessment Program

The Basic Skills Assessment Act (631) is a law passed by the South Carolina General Assembly in 1978 which established the Basic Skills Assessment Program. This law requires the establishment of statewide educational objectives for reading, writing, and mathematics for each grade level, kindergarten through grade 12. The law also requires that a readiness test be given at the beginning of the school year to every student entering the first grade. The purpose of this program is to improve the quality of instruction in the basic skills of reading, writing, and mathematics. During 1981-82 the Southeastern Public Education Program conducted a project (Basic Skills Assessment Program - Parent Support Project) in South Carolina aimed at educating parents and other citizens about the Basic Skills Assessment Program. This report is an attempt to systematically review the monitoring process and the monitoring visits conducted in 1981-82 by the State Department of Education. It is also an attempt to provide information about the Basic Skills Assessment Program's implementation and the problems that school districts are encountering. (Author/PN)

ED223728 TM820876

Hall, Gene E.

Evaluation of the Delivery of Services: A Concern-Based Perspective For the Design of Evaluations. R&D Report No. 3126.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Aug 80

Note-26p.; Paper presented at the National Conference on Longitudinal Evaluation of Bilingual Programs (August, 1980); Some tables are marginally legible due to small print.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bilingual Education; Change Strategies; *Educational Innovation; *Evaluation Methods; Measurement Techniques; Program Descriptions; Program Development; *Program Evaluation; Program Implementation; Time; *Validity

Identifiers-*Concerns Based Adoption Model; Innovations Configuration; Levels of Use of the Innovation

Change process research had developed some practical tools and concepts which can assist in the determination of essential variables for an evaluation design. The Concerns-Based Adoption Model (CBAM) Project at the Texas Research and Development Center in particular has developed specific measures which can be applied directly: "Levels of Use of the Innovation" measure evaluates to what extent a program is actually being used, while "Innovation Configuration" describes what adaptations, if any, have been made in the program. The need to view any program within a time frame necessary for it to be considered fully installed has also been a valuable contribution from the change process research. The two CBAM measures can also be used to establish what this time period is. Taking into account the three dimensions of time for implementation, levels of use, and description of use, evaluation designs can be far more specific about what they portend to evaluate and can attribute effects of this specifically described program with a greater degree of validity. (Author/PN)

ED223729 TM820892

Science Library of Test Items. Volume One.

New South Wales Dept. of Education, Sydney (Australia).

Report No-ISBN-0-7240-3784-5

Pub Date [May 79]

Note-151p.; The Library of Test Items series includes ED 218 284-299, TM 820 303-321, and TM 820 893-895. For a related document, see TM 820 893.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Foreign Countries; *General Science; *Item Banks; *Multiple Choice Tests; *Science Tests; Scientific Methodology; Scientific Principles; Secondary Education; *Secondary School Science; *Test Construction; Test Items

Identifiers-*Assessment Instruments; Australia (New South Wales)

The multiple-choice test items collected in this volume were selected from questions submitted by teachers in New South Wales for the Science Library of Test Items. The collection is intended as a resource to assist teachers in implementing and evaluating courses in the first 4 years of Australian secondary school. To ensure quality in the collection, items were inspected by a panel of experienced, practicing teachers for content validity and were pretested with a representative selection of year 10 students to establish the measurement efficiency of the items. Items are printed to be reproduced for classroom use, and are classified by content with an answer key and difficulty rating. Various classroom uses and test preparation procedures are discussed. The statistical criteria for item facility, item discrimination and distractor efficiency are described. (CM)

ED223730 TM820893

Science Library of Test Items. Volume Two.

New South Wales Dept. of Education, Sydney (Australia).

Pub Date [May 79]

Note-162p.; The Library of Test Items series includes ED 218 284-299, TM 820 303-321, and TM 820 892-895. For a related document, see TM 820 892.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Foreign Countries; *General Science; *Item Banks; *Multiple Choice Tests; *Science Tests; Scientific Methodology; Scientific Principles; Secondary Education; *Secondary School Science; *Test Construction; Test Items

Identifiers-*Assessment Instruments; Australia (New South Wales)

The second volume of test items in the Science Library of Test Items is intended as a resource to assist teachers in implementing and evaluating science courses in the first 4 years of Australian secondary school. The items were selected from questions submitted to the School Certificate Development Unit by teachers in New South Wales. Only the content and processes which can be tested easily with multiple choice questions are covered. Subject areas include biology, chemistry, physics, geology, health, astronomy, and the scientific and experimental methodologies. Many questions are based on diagrams, tables, and other illustrations. The present volume also includes an index of the content and processes covered by items in the first two volumes of the Science Library of Test Items. (CM)

Hopley, Ken; And Others

Science Library of Test Items. Volume Twenty-Three. Geology (Part One). Free Response Testing Program.

New South Wales Dept. of Education, Sydney (Australia).
Report No-ISBN-0-7240-4705-0
Pub Date 82
Note-122p.; The Library of Test Items series includes ED 218 284-299, TM 820 303-321, and TM 820 892-895.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Foreign Countries; *Geology; *Item Banks; Response Style (Tests); *Science Tests; Scientific Principles; Secondary Education; *Secondary School Science; *Test Construction; Test Format; Test Items
Identifiers-*Assessment Instruments; Australia (New South Wales); *Free Response Test Items

The first of several planned volumes of Free Response Test Items contains geology questions developed by the Assessment and Evaluation Unit of the New South Wales Department of Education. Two additional geology volumes and biology and chemistry volumes are in preparation. The questions in this volume were written and reviewed by practicing teachers having a speciality in geology. The content coverage does not follow any syllabus but represents material for use by teachers in devising teaching and assessment programs. The free response questions require word or statement answers, drawings, or labeling concerning weathering; soils; stream, coastal, glacial, wind, and other forms of erosion and deposition; and structures formed by sedimentation. Many questions are based on diagrams, maps, tables, and other illustrations of geological features, processes, and experiments. No answer keys are given. (CM)

ED223732 TM820895

Science Library of Test Items. Volume Sixteen. Mastery Testing Program. Series 6. Tests M66-M91.

New South Wales Dept. of Education, Sydney (Australia).

Report No-ISBN-0-7240-4713-1

Pub Date 82

Note-61p.; The Library of Test Items series includes ED 218 284-299, TM 820 303-321, and TM 820 892-894. For related documents, see TM 820 303 and TM 820 308-313.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Foreign Countries; *Item Banks; *Multiple Choice Tests; Natural Sciences; *Science Tests; Scientific Methodology; *Scientific Principles; Secondary Education; Secondary School Science; *Test Construction; Test Items

Identifiers-*Assessment Instruments; *Australia (New South Wales)

As part of a series of tests to measure mastery of specific skills in the natural sciences, print masters of tests 66 through 91 are provided. Among the areas covered are: carbon compounds; evolution; map reading; genetics; energy; chemical formulae; electricity; graphs; metric measures; solubility; and physical separations. Many tests contain stimulus material on the first page referent to questions on the second, formatted for reproduction. The multiple choice questions were written for students in grades 7 through 10. An answer key is provided. (CM)

ED223733 UD021577

Gim, Wever; Litwin, Tybel

Indochinese Refugees in America: Profiles of Five Communities. A Case Study. Executive Seminar in National and International Affairs (22nd).

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Pub Date 80

Note-39p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Case Studies; *Community Attitudes; Community Role; Educational Needs; Employment Opportunities; English (Second Language); Ethnic Discrimination; Federal Programs; *Government Role; Health Services; Housing Opportunities; *Indochinese; *Land Settlement; Public Policy; *Refugees; Relocation; *Social Services

Identifiers-California (San Diego); Iowa (Des Moines); Michigan (Grand Rapids); Minnesota (Minneapolis); Minnesota (Saint Paul); New Mexico (Albuquerque)

Five case studies describe experiences in the resettlement of Indochinese refugees in Albuquerque, New Mexico; San Diego, California; Grand Rapids, Michigan; Minneapolis-Saint Paul, Minnesota; and Des Moines, Iowa. The case studies focus on local government and community attitudes toward the refugees; patterns of resettlement; and the nature and extent of health, housing, welfare, employment, and educational services that have been made available to them. It is suggested that there is a wide disparity among the states in their receptivity to the refugees, their management of the resettlement process, and their administration of public assistance. However, it is indicated that there is general resentment of the refugees among other low income groups competing for jobs and housing, and that community attitudes toward the refugees are likely to become less hospitable as competition for reduced Federal funding sharpens. Observing that Indochinese refugee resettlement is widely seen as the Federal government's responsibility, the report emphasizes that Federal policies and funds alone cannot assure successful programs, and that the keys to success in refugee resettlement lie in community education, community-private sector cooperation in refugee employment, and other initiatives at the local level. (Author/MJL)

ED223734 UD022174

ESEA Title I Evaluation, Fiscal 1980: Activity Reports, Volume 1 and Volume 2: Statistical Tables.

Chicago Board of Education, Ill. Dept. of Research and Evaluation.
Spons Agency-Office of Elementary and Secondary Education (ED), Washington, D.C.
Pub Date May 81

Note-509p.
EDRS Price - MF02/PC21 Plus Postage.
Descriptors-Academic Achievement; Bilingual Education; Career Guidance; *Compensatory Education; Elementary Secondary Education; Federal Programs; *Mathematics Achievement; Mathematics Instruction; Parent Participation; Primary Education; *Program Effectiveness; *Program Implementation; *Reading Achievement; Reading Instruction
Identifiers-*Chicago Public Schools IL; *Elementary Secondary Education Act Title I

This is a two-volume evaluation report on the effectiveness of 55 Title I activities implemented during fiscal year 1980 in the Chicago (Illinois) Public Schools. The activities include reading and mathematics laboratory and pull-out programs, self contained and individualized programs, and programs serving special needs. Volume 1 ranks each activity on general effectiveness in improving pupils' cognitive growth as measured by standardized tests; makes recommendations for activity continuation, modification, or deletion; and provides a narrative evaluation of each activity. Each evaluation narrative describes (1) specific program activities; (2) organization and management; (3) instructional components; (4) pupil achievement; (5) cost effectiveness; and (6) conclusions and recommendations. Volume 2 presents tables of statistical data on pupil achievement in 53 of the programs, as indicated by the Iowa Test of Basic Skills and the Comprehensive Tests of Basic Skills. Information is provided only for those pupils known to have participated for at least 8 months in the same Title I activity at the same school. (Author/MJL)

ED223735 UD022224

Annual Evaluation Report. Volume I, Fiscal Year 1981.
Department of Education, Washington, D.C. Office of Planning, Budget, and Evaluation.
Pub Date 81
Note-86p.; For related document, see ED 221 610.
Available from-Yvonne Briscoe, Office of Planning, Budget, and Evaluation, Planning and Evaluation Service, Room 3605, Switzer Building, 330 C Street, SW, Washington, DC 29202 (write for price).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Academic Achievement; Adult Education; Community Education; Elementary Secondary Education; Evaluation Criteria; *Federal Aid; *Federal Programs; Postsecondary Education; *Program Effectiveness; *Program Evaluation; Special Education; Vocational Education
Identifiers-*Department of Education

This report describes evaluation activities for federally funded education programs administered by the U.S. Department of Education in 1981. Chapter 1 briefly discusses organizational and policy changes within the Department that affected evaluation. Chapter 2 provides overviews of evaluation procedures undertaken for programs in elementary and secondary education, postsecondary education, and special categories. Chapter 3 presents highlights of evaluation results, focusing on: evaluation practices and procedures for programs in elementary and secondary education; effectiveness of Title I programs; administration of Federal financial aid programs in higher education; effectiveness of services for disadvantaged higher education students; impacts of loan and other financial aid programs; and effectiveness of administration of programs for adult education, educational resources provision, community education, educational television, and vocational education for Indian tribes. Chapter 4 describes evaluation activities developed and managed by the Office of Management in the Department of Education. (Author/MJL)

ED223736 UD022464

Brookover, Wilbur B.; And Others

Procedures and Pilot Research to Develop an Agenda for Desegregation Studies. Educational Policies and Equitable Education: A Report of Studies of Two Desegregated School Systems; and, Third Generation School Desegregation Issues: An Agenda for the Future. Final Report.

Michigan State Univ., East Lansing. Coll. of Urban Development.
Spons Agency-Department of Education, Washington, DC.
Pub Date Mar 81
Contract No-300-70-0110
Note-253p.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Case Studies; *Compensatory Education; Conferences; *Desegregation Effects; Educational Policy; *Educational Quality; Elementary Secondary Education; *Equal Education; Government Role; Judges; Lawyers; Media Specialists; Policy Formation; Research Needs; *School Desegregation; School Districts; School Resegregation
Identifiers-*Michigan

This report on school desegregation consists of two parts. Part one is made up of two case studies designed to explore the manner in which Federal and State compensatory education policies affect educational equity at the local level in two Michigan districts that have been desegregated for several years. The degree of educational equity in the schools is identified by (1) the extent of resegregation; (2) the extent to which they provide a common educational experience for all students or differentiate objectives, curricula and materials for target students; and (3) achievement outcomes for target students in the various compensatory programs (Title I, Article 3 of the Michigan Public Act 94, Federal and State bilingual programs, and the Emergency School Aid Act). Part two of the report is the result of three symposia held in 1980 at Michigan State University. For the first symposium, media experts were brought together to define desegregation policy issues which might be scientifically researched in order to provide pertinent information to professionals involved in school desegregation. The second symposium was held for educational policy makers at the local, State, and national levels, while the third was attended by legal professionals. In this section of the report, desegregation related issues that have concerned educators since the 1954 "Brown" decision are reviewed, and a new set of concerns as seen by participants from the various professions are raised. (Author/GC)

ED223737 UD022497

Resource Allocation Study. Final Report. Draft.

Alum Rock Union Elementary School District, San Jose, Calif.

Spons Agency-California State Dept. of Education, Sacramento.; National Inst. of Education (ED), Washington, DC.
Pub Date 82
Contract No-400-75-0060
Note-122p.; Best copy available.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Class Activities; *Classroom Environment; Class Size; Compensatory Education; Disadvantaged Youth; Elementary Education; Federal Programs; *Reading Achievement; *Resource Allocation; Student Behavior; Student Teacher Relationship; Teacher Behavior; *Teaching Methods
Identifiers-*Alum Rock Union School District CA; Elementary Secondary Education Act Title I

A study in 18 schools in the Alum Rock (California) Union Elementary School District investigated the educational effects of differential distribution of compensatory resources and services to educationally disadvantaged pupils. The study focused on the relative effects on reading skills of two methods for resource targeting: (1) concentration, or the targeting of additional resources and services only to those pupils who meet the entitlement criteria in a school; and (2) saturation, or the distribution of additional resources and services to any and all pupils in the school. In addition, the study investigated the contextual and instructional conditions that might account for differences in reading skills. Classroom observations were conducted to examine (1) types of teacher and student activities; (2) time spent on instruction; (3) teacher-pupil interaction; (4) materials; (5) teachers' interpersonal styles; (6) instructional modes; and (7) group size. Data analysis indicated that concentrated services produced higher mean reading scores than saturated services among fourth graders, although no significant differences were found among second graders; and that more time spent in noninstructional activities tended to lower reading scores. In general, however, the analysis did not identify the instructional components associated with the benefits of concentrated compensatory services. (Author/MJL)

ED223738 UD022512

Dorotich, Daniel, Ed.

Education and Canadian Multiculturalism: Some Problems and Some Solutions. Eighth Yearbook 1981 = Education et Multiculturalisme Canadien: Quelques Problemes et Solutions. Huitieme Annuaire 1981.

Canadian Society for the Study of Education, Saskatoon (Saskatchewan).
Spons Agency-Department of the Secretary of State, Ottawa (Ontario).
Pub Date 81
Note-85p.
Available from-CSSE, 14 Henderson Avenue, Ottawa, Ontario, Canada, K1N 7P1 ($6.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Acculturation; Bilingualism; Compensatory Education; *Cross Cultural Studies; *Cultural Education; Elementary Secondary Education; Ethnic Groups; *Ethnicity; Foreign Countries; Higher Education; Language of Instruction; Literature; *Multicultural Education; Official Languages; Political Influences; Program Effectiveness; *Public Policy; *School Role; Social Change; Social Influences
Identifiers-Australia; *Canada; Great Britain; Israel; National Identity; United States; USSR

This yearbook presents a series of articles on Canadian multicultural issues. In the first article, "Panem et Circenses? Ten Years of Multicultural Policy in Canada," Werner Stephan examines criticisms of Canadian multicultural policy and suggests the country has not found a satisfactory answer to what multiculturalism is or should be, or how to implement multicultural policy in a society where cultural interpenetration makes it necessarily multicultural, regardless of government policy. The second article, "Multicultural Education: A Decade of Development," by Keith A. McLeod, analyzes Canadian multicultural policy/programs since 1971, and indicates a shift in emphasis toward a cultural/intercultural approach to enable people to function in a pluralistic society. "Education interculturelle et multiculturalisme: ambiguites et occultations" (written in French), by Michel Laferriere, critically assesses trends in: intercultural, transcultural, or multicultural education. Vandra Lea Masemann examines multicultural education in several countries in "Comparative Perspectives on Multicultural Education," and suggests that currently programs are characterized by cultural fragmentation within a framework of the dominant culture. Sister Ann Leonard, in "Language and Literature in a Multicultural Curriculum" looks at Canadian and world literature as material for developing curricula for teaching literature and language. Finally, Nigel Grant examines multicultural policy and experience of the Soviet Union in "Multiculturalism in the Soviet Union: Problems and Implications of Language and Educational Policy." (Author/MJL)

ED223739 UD022537

LaTorre, Ronald A.

An Evaluation of the Personal Safety Project: A Preventative Approach to Child Sexual Misuse. Research Report 82-04.

Vancouver Board of School Trustees (British Columbia). Education Services Group.
Pub Date Jul 82
Note-28p.; A publication of the Evaluation and Research Services Office, Program Resources.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Abuse; Childhood Attitudes; Child Responsibility; Elementary Education; Foreign Countries; Parent Attitudes; Parent Workshops; Prevention; *Program Effectiveness; *Safety Education; Self Esteem; Teacher Attitudes; Teacher Workshops
Identifiers-British Columbia (Vancouver); Canada; *Sexual Harassment

The Personal Safety Project was conducted at an elementary school in Vancouver, British Columbia to prevent child sexual misuse/abuse. Awareness and information workshops were held for teachers and parents, while a personal safety workshop was given for children to help them to identify exploitative touch situations and to call for appropriate assistance when needed. Questionnaire surveys indicated that teachers responded better to hypothetical situations (a child complaining of being sexually misused) and felt more comfortable about discussing sexual misuse in class after participating in the workshop. Parents indicated greater likelihood of believing children's complaints of sexual misuse and greater ease in discussing sexual topics at home after attending the workshop, but showed no improvement in knowing where to get appropriate assistance for a child's sexual misuse complaint. In an experimental situation in which first and fifth graders were examined for their ability to terminate a discomforting touch (a continuous handshake), all fifth graders who attended the program, but only 1 out of 10 first graders, successfully terminated the touch. In questionnaire responses, students showed improved awareness of potentially dangerous situations, indicated that they valued their bodies more, and demonstrated greater self-esteem after the program. Observed behavior problems decreased for intermediate students and remained constant for primary students after the program. (Author/MJL)

Sengstock, Mary C.
The Chaldean Americans: Changing Conceptions of Ethnic Identity. First Edition.
Center for Migration Studies, Inc., Staten Island, N.Y.
Report No-ISBN-0-913256-43-9
Pub Date 82
Note-184p.; Some research supported by a Faculty Grant-In-Aid from Wayne State University. Not available in paper copy due to institution's restrictions.
Available from-Center for Migration Studies, Inc., 209 Flagg Place, Staten Island, NY 10304 ($9.95).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Acculturation; *Adjustment (to Environment); Catholics; Church Role; *Cultural Influences; Ethnic Groups; *Ethnicity; Family Structure; Group Unity; *Immigrants; Nationalism; Political Influences; Public Policy; Religious Cultural Groups; Small Businesses; Social Structure; *Socioeconomic Influences
Identifiers-*Chaldean Americans; Iraqis

Chaldean Americans in Detroit, Michigan, a growing community of Roman Catholic immigrants from Iraq, are the focus of this study. A description is given of the Detroit Chaldean community centers around three key institutions, namely the church, the family, and the ethnic occupation or community economic enterprise, and of how these institutions have been affected by the migration experience and by contact with the new culture. An analysis of the social setting of migration examines religious and economic determinants of migration to America, migration effects on the Detroit community, and Chaldeans' relationships with other social groups in Detroit. An exploration of Chaldeans' adaptation to their new setting considers assimilation and acculturation processes, changes in social structure and values, creation of a balance between old country patterns and new practices, and the development of an ethnic identity and a sense of nationalism. Ethnic conflicts and accommodation processes that arise from efforts to achieve the balance between old and new are explored, and it is suggested that family and friendship ties will offset the divisive effects of conflict and American liberalism and keep the Chaldean community from disintegrating. Finally, an exploration of the future direction of American ethnicity points to the need for unity in a culturally diverse society. (Author/MJL)

ED223741 UD022553

Shade, Barbara J.

Afro-American Patterns of Cognition.

Wisconsin Center for Education Research, Madison.

Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 82
Grant-NIE-G-81-0009
Note-167p.; For related document see ED 211 657. Additional funds provided through the Wisconsin Governor's Employment and Training Office.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Academic Achievement; Adjustment (to Environment); *Blacks; *Cognitive Style; Cognitive Tests; *Cultural Influences; Elementary Secondary Education; *Environmental Influences; Higher Education; Measurement Techniques; *Racial Differences; *Socioeconomic Status; Whites
Identifiers-Wisconsin

Reviews of literature and administration of different types of measurement tools among various student groups in Wisconsin were conducted to explore black cognitive styles on five dimensions and to investigate whether social and cultural factors affect the knowledge acquisition process. Results revealed that: (1) blacks tend to be more field dependent than whites, a difference that seems to be associated with blacks' lower performance levels on school tasks; (2) blacks tend to categorize their world using more finely discriminated classes than whites; (3) differences in stylistic preferences and performance on cognitive tasks seem to diminish if students were matched for life style, social situation, age, and grade; and (4) variations in cognitive patterns seem to be associated with school performance and with students' social status. Overall, the data indicated rather complex relationships among preferred ways of knowledge acquisition, social and economic roles, and school performance. Many of the findings are inconclusive, however, because of varying results generated by the use of different instruments. (Author/MJL)

ED223742 UD022586

DeJong, William; Stewart, Carolyn

Project CREST, Gainesville, Florida. An Exemplary Project.

Abt Associates, Inc., Cambridge, Mass.
Spons Agency-Department of Justice, Washington, D.C. National Inst. of Justice.
Pub Date Jul 80
Contract No-J-LEAA-030-76
Note-81p.; Prepared by Abt Associates, Inc.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Citizen Participation; *Cooperative Programs; *Counseling Services; Delinquency; *Delinquent Rehabilitation; Demonstration Programs; *Government School Relationship; Program Development; Program Effectiveness; *Program Evaluation; Program Implementation; School Community Relationship; Student Volunteers; Volunteer Training

Identifiers-Florida (Gainesville); *Project CREST

This manual describes Project CREST (Clinical Regional Support Teams), a community project established in Gainesville, Florida, to supplement State probation services by providing professional counseling to delinquent youth. The project uses a dual treatment approach in which, on the one hand, probation officers impose restrictions, while on the other hand, CREST counseling teams establish supportive, caring relationships with the youth. CREST counseling teams consist of volunteer graduate counseling students from the University of Florida and undergraduates from a Gainesville community college. A description includes: (1) the history, development, and funding of Project CREST as a cooperative effort between the University of Florida and the State's Youth Services Program, with community, State, and Federal support; (2) project organization and operations, including staff recruitment and training, administration, cooperative relationships, treatment philosophy, service delivery, and the role of citizen advisory boards; (3) evaluation activities, program budget/costs, and guidelines for designing evaluations of similar projects; and (4) steps for planning and implementing CREST programs in other communities. (Author/MJL)

ED223743 UD022588

Farley, Reynolds; Bianchi, Suzanne M.

Social and Economic Polarization: Is It Occurring among Blacks?

Pub Date Sep 82

Note-40p.; Paper presented at the Annual Meetings of the American Sociological Association (San Francisco, CA, September 6-11, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Blacks; Educational Attainment; Family Characteristics; *Income; Labor Force Nonparticipants; Low Income Groups; Poverty; Racial Differences; *Social Differences; *Socioeconomic Status; Unemployment; Whites

An emerging hypothesis about black progress since the civil rights movement in the United States postulates that economic polarization is occurring in the black community. This hypothesis, which incorporates conflicting earlier theories of declining versus persistent racial differences, suggests that talented and well-educated blacks are competing successfully with whites, while other blacks are falling further behind both whites and successful blacks, and that the gap between those at the top and those at the bottom of the economic structure is widening. To test the polarization hypothesis, socioeconomic data on blacks and whites were analyzed. The analysis produced mixed results. Data on occupational prestige distributions and proportions of labor force nonparticipants suggested that polarization may be occurring. On the other hand, data on educational attainment distributions and earnings/employment returns to education indicated that the black community is becoming more homogeneous. Analysis of family income according to degree of concentration among income groups refuted the polarization hypothesis, while findings of a widening dollar gap between rich and poor supported the hypothesis. Finally, data on economic differentials by type of family clearly supported the hypothesis of polarization. (Author/MJL)

ED223744 UD022589

Little, Judith Warren; Skarrow, Margaret

Delinquency Prevention: Selective Organizational Change in the School. Revised.

Westinghouse National Issues Center, Columbia, MD..
Spons Agency-Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
Pub Date May 81
Contract No-J-LEAA-004-8
Note-73p.; For related document, see UD 022 605. Appendix B: Delinquency Prevention as Selective Organizational Change is Chapter 3 of "Delinquency Prevention: Theories and Strategies," was not included by the Dept. of Justice.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Involvement; *Delinquency Prevention; *Educational Environment; *Educational Improvement; Elementary Secondary Education; *Organizational Change; *Program Development; Program Implementation; *School Community Relationship; School Policy; State School District Relationship; Student Behavior

Selective organizational change in the school presents one promising approach for delinquency prevention among young people. The organizational change approach assumes that: (1) delinquency will be reduced when young people are able to show their competence and worth; (2) young people learn socially legitimate behavior mainly in the school; and (3) specific organizational arrangements create opportunities that influence positive behavior. An organizational change project for delinquency prevention might be based on a partnership between personnel of a public elementary or secondary school and outside groups (such as State government agencies or community groups). The project would consist of five implementation sequences. In the first stage, outside groups initiate plans and enter into working agreements with selected schools, and participants in the partnership collaborate on a written plan. In the second stage, the team assesses the school to identify organizational features that influence what happens to students in school. In the third stage, the group uses data from the assessment to make decisions and select areas to be targeted for change. In the fourth phase, the cooperating groups identify specific team roles and then formulate and implement strategies for change. In the final stage, the team conducts an evaluation to determine the effects of change. (Author/MJL)

ED223745 UD022590

Rossell, Christine H.

Cost-Effectiveness Analysis of School Desegregation Plans.

Pub Date Sep 82
Note-26p.; Paper presented at the Annual Meeting of the American Political Science Association (Denver, CO, September 2-5, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cost Effectiveness; *Desegregation Effects; Desegregation Litigation; *Desegregation Plans; Migration; Racial Composition; *School Desegregation; *Social Science Research; Whites
Identifiers-Port Arthur Independent School District TX; *San Diego Unified School District CA

Cost-effectiveness analysis provides a useful tool for choosing between alternative desegregation plans or justifying one particular plan. Previous analyses of school desegregation effects on white enrollment, which focus only upon costs, have had limited use for policy. Traditional cost-benefit analysis poses problems because of the difficulty of attaching monetary values to policy alternatives and because the courts consider school desegregation a a goal in itself rather than just one of many alternatives leading to other goals. In cost-effectiveness analysis, the school desegregation goal may be identified as interracial exposure, and the analysis can proceed using (1) a measure of the extent of interracial exposure indicating the proportion of white students in the average black child's school; and (2) information on school racial composition after projected reassignments and after white flight. Analysis of proposals for the San Diego (California) Independent School District using this method indicated that the American Civil Liberties Union plan would maximize interracial exposure more than either the school district plan or the condition of no further desegregation. By varying the white flight values in analysis, as was done for the Port Arthur (Texas) Independent School District, the effects of white flight on the value of desegregation plans can be estimated. (Author/MJL)

ED223746 UD022591

Proshansky, Harold M.
Place-Identity in Urban Settings.
Pub Date 82
Note-30p.
Available from-H. M. Proshansky, Graduate School and University Center, City University of New York, 33 West 42 Street, New York, NY 10036 (write for price).
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavior Patterns; *Cognitive Processes; Coping; Environmental Influences; Family Environment; *Identification (Psychology); *Physical Environment; *Self Concept; *Socialization; *Social Theories; Urban Areas
Identifiers-*Place Identity

The concept of place identity is a theoretical necessity for understanding the impact of the urban environment on the individual. Place identity refers to clusters of perceptions in the form of images, memories, facts, ideas, beliefs, values, and behavior tendencies relevant to the individual's existence in the physical world. These clusters are related to the development of self-identity, which is largely a product of socialization. Coping in an urban setting requires socialization in the physical world at any number of periods during the life cycle. The urban environment comprises diverse physical settings, and place identity associated with different settings provides norms and values that regulate behavior patterns in given milieus. Thus, the individual behaves and interacts in certain ways in settings that involve crowding, privacy, and territoriality. Place identity is both enduring and changing. Enduring family/household influences often determine what happens when the child becomes an adult, while the changing character of place identity, mainly due to technology and demographic patterns, may explain changes in self-identity. In urban environments, the place identity concept becomes significant in that place identity associated with inadequate home settings may be compensated for by place identity associated with the superior quality of school and neighborhood settings. (Author/MJL)

ED223747 UD022592

Vernon, Philip E.

Abilities of North American Orientals: A Study in Acculturation.

Pub Date Jul 82

Note-20p.; Some pages may marginally legible when reproduced. Paper presented at IAAP, (Edinburgh, July 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; *Chinese Americans; *Cultural Influences; Elementary Secondary Education; Foreign Countries; *Heredity; Intelligence Differences; *Japanese Americans; *Nonverbal Ability; Verbal Ability; Whites

Identifiers-Canada; United States

Chinese and Japanese immigrants to the United States and Canada have survived years of discrimination and oppression and today demonstrate academic and professional achievements that are often better than those of whites. However, the Asians continue to obtain higher scores on nonverbal/spatial tests than on verbal tests and tend to be concentrated in professions that require fewer verbal skills. Some studies suggest that genetic differences between Asians and whites, especially

differences in basic temperament, may account for Asians' superior performance compared to whites and for the fact that Asians perform better on nonverbal tests. Language difficulties seem to have had a minor effect on Asians' verbal abilities. The main explanation for Asians' abilities and achievements appears to lie in their patterns of family upbringing and values, which can provide sufficient motivation to overcome the handicaps created by discrimination. (Author/MJL)

ED223748 UD022593

Enrollment Decline and School Desegregation in Cleveland: An Analysis of Trends and Causes.

Office on School Monitoring and Community Relations, Cleveland, OH.
Pub Date Sep 82
Note-122p.; Tables marginally legible.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Declining Enrollment; *Desegregation Effects; Economic Factors; Elementary Secondary Education; *Enrollment Influences; Migration; Political Influences; Population Trends; Racial Composition; *School Desegregation; *Transfer Students; Whites
Identifiers-*Cleveland Public Schools OH

This report presents data and summarizes findings of a study on patterns of enrollment in the Cleveland, Ohio, public schools between 1967 and 1981. The study focused on whether school desegregation caused or contributed to enrollment decline, on how much white flight was related to school desegregation, and on other possible causes of enrollment decline. Analysis of data from various sources indicated that: (1) school desegregation has not caused the enrollment decline in the Cleveland public schools; (2) the major reason for the decline in enrollment is a decrease in number of school age children, caused by population loss and fewer births; (3) student transfers out of the Cleveland system were not due to desegregation; (4) the changing school racial composition reflects the changing racial composition of the city of Cleveland; (5) Catholic school enrollments may have been stabilized by transfers out of Cleveland public schools; and (6) political and economic factors, rather than school desegregation, caused most of the decline in Cleveland school enrollments. (Author/MJL)

ED223749 UD022594

American Schools: Today and Tomorrow. A Summary of Eighteen Key Research Projects.

Education Development Center, Inc., Newton, Mass.
Pub Date Oct 81
Note-25p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College School Cooperation; *Curriculum Development; *Educational Improvement; *Elementary Secondary Education; Higher Education; *High Schools; Minority Groups; Nontraditional Education; *Research Projects; School Effectiveness; Teacher Education; Urban Education

Eighteen major research projects on education and schools in the United States are described in this report. Foci of these projects include: (1) curriculum and classroom environments that make for effective learning; (2) the development of approaches for improving educational quality; (3) basic values in American education; and (4) restructuring of schools, especially high schools. Each project description includes the project title, project director, address, funding sources, project time frame, objectives and activities, and director's comments about the project. (MJL)

ED223750 UD022595

Entwisle, Doris R.; Hayduk, Leslie Alec

Early Schooling: Cognitive and Affective Outcomes.

Report No-ISBN-0-8018-2761-2
Pub Date 8 Oct 82
Note-215p.
Available from-The Johns Hopkins University Press, Baltimore, MD 21218 ($30.00).

Document Not Available from EDRS.

Descriptors-*Academic Achievement; Educational Environment; Elementary Education; Grade 1; Grade 2; Grade 3; Individual Characteristics; Individual Psychology; Intelligence Quotient; *Models; Parent Attitudes; Peer Influence; *Primary Education; *Socioeconomic Influences; Student Attitudes; Student Behavior; Teacher Attitudes; *Young Children

This book presents the results of research on sociopsychological factors that affect the schooling process and academic achievement among young children. The first chapter of the report provides a background on schooling, and reviews what is known and what remains to be discovered about academic achievement. Chapters 2 and 3 review research on psychological and sociological influences on schooling. Chapter 4 presents a heuristic model depicting the relationships among individual factors, cultural variables, school factors, and parent, peer, teacher, and pupil expectations that interact with academic achievement. Chapters 5, 6, and 7 describe variables used in the model and demonstrate the statistical application of the model to data on first to third graders in a white, middle-class urban school; an urban, integrated, lower-class school; and an urban, black, lower-class school. Findings suggest that: (1) intelligence, more than children's expectations, affects marks in the two lower-class schools; (2) socioeconomic status, more than race, determines achievement differences between schools; (3) children's and parents' expectations affect marks in the middle-class school; and (4) conduct affects the early schooling process. Chapter 8 interprets the model in the context of the early schooling process. (Author/MJL)

ED223751 UD022596

Hispanics and Jobs: Barriers to Progress.
National Commission for Employment Policy (DOL), Washington, D.C.
Report No-NCEP-R-14
Pub Date 82
Note-95p.; Some tables marginally legible.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Bilingual Education Programs; Blacks; Demography; *Educational Attainment; *Employment Level; *Employment Opportunities; English; Equal Opportunities (Jobs); Federal Programs; *Hispanic Americans; Income; *Individual Characteristics; Language Proficiency; Program Effectiveness; Public Policy; Unemployment; Whites

This is a report on a study on the status and opportunities of Hispanic Americans in the labor market. Chapter 1 describes the characteristics of the Hispanic American population as compared to the rest of the U.S. population, and examines how Hispanic experiences in the labor market differ from the experiences of other groups. Chapter 2 shows how the different subgroups comprising the Hispanic American population (Mexicans, Cubans, Puerto Ricans, and Central and South Americans) vary in their characteristics and in problems encountered in the labor market. Chapter 3 reviews the literature on Hispanic Americans in order to explore the reasons for Hispanics' high unemployment rate and for their overrepresentation in low-paying jobs. It is suggested that, in general, the major causes of Hispanics' labor market problems are: (1) lack of proficiency in English; (2) low levels of formal schooling; and (3) discrimination in the labor market. Finally, chapter 4 examines two federally sponsored activities designed to improve the economic position of Hispanic Americans, namely, bilingual education programs, and training programs to develop skills required for employment. (Author/MJL)

ED223752 UD022597

Whitley, Bernard E., Jr.; Schofield, Janet Ward

The Influence of Sex, Race, and Prior Interracial Contact on Children's Peer Preferences in a New Desegregated School.

Pub Date May 82
Note-14p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (54th, Minneapolis, MN, May 6-8, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Blacks; *Desegregation Effects; Females; *Grade 6; Intermediate Grades; Males; *Peer Relationship; *Racial Relations; *School Desegregation; *Student Attitudes; Whites

In a newly desegregated school, sixth graders with varying degrees of previous interracial contact were asked to rate their classmates as preferred work or play partners. Results indicated that: (1) there were no differences in cross-race ratings made by students with a great deal of prior interracial contact and those with little prior interracial contact; (2) there were no increases in cross-race ratings between the beginning and the end of the desegregation year during which the study was made; and (3) similarity of sex was a more powerful determinant of peer preferences than similarity of race. The study suggested that desegregation has no effect on cross-race preferences. (MJL)

ED223753 UD022598

Boston, Bruce O.

The American High School: Time for Reform.

Council for Basic Education, Washington, D.C.
Pub Date Jan 82
Note-39p.
Available from-Council for Basic Education, 725 Fifteenth Street, N.W., Washington, DC 20005 ($3.00).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Characteristics; *Educational Change; Educational Improvement; *Educational Objectives; Education Work Relationship; Federal Legislation; *High Schools; Institutional Characteristics; *Political Influences; *School Effectiveness; *School Role
Identifiers-*Council for Basic Education; Modesto City Schools CA

At the conference on American high school reform sponsored by the Council for Basic Education, three themes emerged: (1) the problems facing secondary schools have been accurately identified; (2) educators know the solutions; and (3) what is needed is the political will to implement what is known. At the conference, Professor Chester Finn described the history of American high school reform as essentially a movement between the academic objective, in which scholastic achievement is foremost; and the social objective, which considers the school responsible for the child's personal, economic, and social success. Emphasis on the latter objective has led to false expectations, in that the schools are expected to teach so much and end up teaching little. This fact was corroborated in conference participants' reports that businesses, in order to accomplish work done badly by the high schools, provide training programs for employees. Secondary school reform must stress academic improvement. The literature on school effectiveness provides information on practices that work; among these, administrator skills and educational philosophy are of primary importance. Ultimately, however, high school reform is largely a matter of political will, manifested in a shared commitment to reform within the school district and the community. (Author/MJL)

ED223754 UD022599

Lopez-Ramirez, Norma Iris

The Ecological Effects in Acculturation of Puerto Rican Migrants.

Pub Date 81

Note-16p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Acculturation; *Adjustment (to Environment); Culture Conflict; English (Second Language); Environmental Influences; Hispanic Americans; *Individual Characteristics; Language Proficiency; *Migrants; *Psychological Patterns; *Puerto Ricans

Various studies discuss the influences on and effects of the process of adjustment to a new environment among Puerto Rican migrants to the United States mainland. In confronting cultural differences, Puerto Ricans may experience culture shock and identity problems and suffer disassociation leading to schizophrenia and hysteria, stress, frustration, feelings of hostility and loss, depression, other forms of mental disorder, possible suicide, and physical disorders. Puerto Ricans' adaptation and ability to cope in the new environment are significantly determined by the extent of their cultural assimilation and degree of English language proficiency. Furthermore, adaptation may be influenced by migrants' individual characteristics such as resilience and persistence, their educational backgrounds, and their occupational experiences. (Author/MJL)

ED223755 UD022601

Neither Black nor White: A History of Integration in the Tulsa Public Schools, 1954-1982.

Tulsa Public Schools, Okla.

Pub Date Jul 82
Note-13p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Blacks; *Citizen Participation; Community Attitudes; Desegregation Litigation; *Desegregation Plans; Elementary Secondary Education; Faculty Integration; Federal Legislation; *Public Policy; *Racial Integration; *School Desegregation; School Zoning; Whites
Identifiers-*Tulsa Public Schools OK

This report describes the history of racial integration in the Tulsa (Oklahoma) Public Schools from 1954 to 1982. The first section examines integration from 1954 to 1969, and discusses such initial steps as boundary changes and school transfers that were made in response to government policy and legislation for integration. The second section discusses the integration of all teaching staffs from 1968 to 1981. The third section examines integration activities from 1970 to 1982, undertaken in accordance with a desegregation plan negotiated between the U.S. Department of Justice and the Tulsa Public Schools. Separate descriptions of integration/desegregation in elementary, junior high, and senior high schools discuss busing and area rezoning, orientation activities, curriculum enrichment to attract students, and intensive recruitment efforts, as well as community responses to the integration efforts. The fourth section describes efforts to smooth the integration process with the use of a consultative center/human relations department in the district, better lines of communication between schools and homes, and adjustment counselors in the schools. A final section reports on the district's progress in reducing racial isolation of black students, indicating a gain in black enrollment in the public schools and a loss in white enrollment between 1968 and 1981. (MJL)

ED223756 UD022605

Johnson, Grant; And Others

A Guide for Delinquency Prevention Programs Based in School Activities: A Working Paper.

Westinghouse National Issues Center, Columbia, MD..

Spons Agency-Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.

Pub Date Apr 80

Contract No-J-LEAA-004-8

Note-49p.; For related document, see UD 022 589.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Involvement; Curriculum Development; *Delinquency; *Delinquency Prevention; Educational Environment; Elementary Secondary Education; Organizational Change; *Program Content; *Program Development; Program Implementation; *School Activities; School Policy; Social Influences; Theories; *Youth Programs

This paper is intended to help program developers to initiate or refine school-based, self-contained delinquency prevention programs. These programs are limited, short-term efforts to minimize delinquent behavior among youth by creating school situations in which the factors that contribute to delinquent behavior are reduced. Designed as an accompanying document to a monograph that reviews theory, research, principles, strategies, and options concerning delinquency prevention, the paper describes desirable program features and suggests activities through which those strategies and principles can be applied. Following an introductory section, chapter 2 presents an overview of self-contained delinquency prevention programs and their benefits; compares such programs with larger scale efforts for selective organizational change; and explains why the focus is on schools. Chapter 3 describes program features in detail, and refers to the principles and strategies upon which they are based. The features discussed include content and activities, participants, program routine, setting, and evaluation. Finally, chapter 4 explains how the principles and strategies apply to tasks and activities in a sequence of implementation steps, and contains recommendations for initially assessing prospects for a program, obtaining support, and developing a plan of action. (Author/MJL)

ED223757 UD022606

The Bilingual Program in Auxiliary Services for High Schools. E.S.E.A. Title VII Final Evaluation Report, 1980-1981.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency-Department of Education, Washington, DC.
Pub Date 81
Grant-G007804273
Note-100p.; For related documents, see ED 135 922-923. Appendices may be marginally legible due to small and broken print.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Achievement Gains; *Bilingual Education Programs; Career Counseling; Chinese Americans; English (Second Language); *Extension Education; French; Greek Americans; High Schools; Hispanic Americans; Italian Americans; Job Placement; Limited English Speaking; Mathematics Achievement; Nontraditional Education; *Program Effectiveness; *Program Implementation; Reading Achievement; Spanish Speaking
Identifiers-Elementary Secondary Education Act Title VII; New York City Board of Education

Auxiliary Services for High Schools in New York City offers an extension bilingual education program for active or potential dropouts, adults returning to school, immigrants, and others who cannot attend regular high school classes in New York City. The program provides individualized instruction, counseling and job placement services, bilingual and English as a Second Language classes, and reading and mathematics instruction for students of Spanish, Greek, Italian, French, and Chinese background who have limited English proficiency. This report describes the program components and details of implementation for the different language groups, other workshops and activities, and results of program evaluation for 1980-81. Evaluation results indicate that, in general, gains were made in English language reading, native language reading, and mathematics. Recommendations for further program improvement are presented. (MJL)

ED223758 UD022607

Shore, Rima, Ed.; And Others

Louis D. Brandeis High School Bilingual Program. E.S.E.A. Title VII Final Evaluation Report, 1980-1981.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency-Department of Education, Washington, DC.
Pub Date 81
Grant-G007804523
Note-71p.; Also funded by Chapter 720 of the New York State Laws. For related documents, see ED 138 685, ED 191 982 and ED 202 951.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Achievement Gains; *Bilingual Education Programs; English (Second Language); High Schools; Limited English Speaking; Mathematics Achievement; Native Language Instruction; *Program Effectiveness; *Program Implementation; Science Instruction; Social Studies; *Spanish Speaking
Identifiers-Elementary Secondary Education Act Title VII; New York City Board of Education

The Louis D. Brandeis High School Bilingual Program provides English and Spanish language instruction, academic courses, and supportive services for Spanish speaking students of limited English proficiency. This report describes the program as it was implemented in 1980-81. The program description includes background and context; student characteristics; organization and funding; faculty relations; the instructional component, consisting of English as a Second Language, native language instruction, mathematics, science, and social studies; curriculum development activities; counseling services; staff development; parent involvement; and evaluation. Evaluation results indicate that: (1) students had positive attitudes toward the program; (2) program attendance rates were higher than the school's attendance rates; (3) several program participants received academic honors; and (4) in general, moderate to highly significant gains were made in English syntax and language fluency, native language arts, mathematics, science, and social studies, although some students failed to reach the program achievement criteria. Recommendations for program improvement are presented. (MJL)

ED223759 UD022608

Shore, Rima, Ed.; And Others

Seward Park High School, Washington Irving High School, Chinese Bilingual Education Program. E.S.E.A. Title VII Final Evaluation Report, 1980-81.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency-Department of Education, Washington, DC.
Pub Date 81
Grant-G008006609
Note-72p.; For related document, see ED 202 934.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Achievement Gains; *Bilingual Education Programs; *Chinese Americans; English (Second Language); High Schools; Limited English Speaking; Mathematics Achievement; Native Language Instruction; *Program Effectiveness; *Program Implementation; Science Instruction; Social Studies; Vocational Education
Identifiers-Elementary Secondary Education Act Title VII; New York City Board of Education

The Secondary Chinese Bilingual Education Program, which operates at two high school sites in New York City, is designed to develop English language skills and provide academic and vocational instruction to Chinese speaking students of limited English proficiency. This report describes the program as it was implemented in 1980-81. The program description includes the demographic content; participant characteristics; objectives and organization; the instructional component, consisting of English as a Second Language, native language instruction, content area classes, vocational training, cultural awareness, and bilingual instruction; noninstructional and supportive services; staff development; community involvement; and program evaluation. Evaluation results indicate that participants made gains in English as a Second Language and generally did well in mathematics, science, social studies, native language arts, business education, and other vocational and language arts classes; and that program attendance rates were higher than attendance rates for the schools as a whole. Recommendations for program improvement are presented. (MJL)

ED223760 UD022609

Shore, Rima, Ed.; And Others

Trilingual Education Learning Environment. E.S.E.A. Title VII Final Evaluation Report, 1980-1981.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency-Department of Education, Washington, DC.

Pub Date 81

Grant-G007804190

Note-52p.; For related document see ED 202 955.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Achievement Gains; *Bilingual Education Programs; Career Awareness; Elementary Secondary Education; English (Second Language); Hispanic Americans; *Italian Americans; Limited English Speaking; *Program Effectiveness; *Program Implementation; Reading Achievement; Social Studies; *Spanish Speaking

Identifiers-Elementary Secondary Education Act Title VII; New York City Board of Education

The Trilingual Education Learning Environment (TELE) is a basic bilingual instruction program designed to enhance academic and linguistic skills of students with limited English proficiency, and provide supportive services for program participants. This report describes the program as it was implemented during the 1980-81 school year, for third to ninth grade students of Hispanic and Italian background. The program description includes goals, demographic context, participant characteristics, program organization, staffing and activities, and evaluation. Results of evaluation indicate that significant gains were achieved in reading, native language arts, and English; and that attendance rates were mostly higher for the program than for the schools in which TELE programs were located. Recommendations for program improvement are presented. (MJL)

ED223761 UD022610

Firestone, William A.; Herriott, Robert E.

Effective Schools: Do Elementary Prescriptions Fit Secondary Schools?

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Jun 82
Grant-NIE-G-81-0030
Note-16p.
Available from-Research for Better Schools, Inc., Publications Office, 444 North Third Street, Philadelphia, PA 19123 ($1.95 prepaid).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Role; Basic Skills; Comparative Analysis; *Educational Objectives; Elementary Schools; Elementary Secondary Education; *High Schools; *Principals; *School Effectiveness; School Size

Most of the recent research identifying organizational characteristics that seem to make schools unusually effective has been conducted at the elementary level and may not be applicable to secondary schools. Research currently underway suggests that the basic organizational structures of elementary and secondary schools dictate two different approaches to improving effectiveness. The secondary level is distinguished from the elementary level by structural looseness, departmentalization, and increased size. These factors undermine agreement on educational goals and block efforts of high school principals and administrators to influence classroom management. Secondary school principals are limited in their influence over programs and exercise symbolic leadership. Furthermore, it must be recognized that schools serve students of a wide range of socioeconomic and intellectual levels, and that high schools, in particular, must prepare these students for the outside world. Therefore, in defining secondary school effectiveness, it is necessary to consider more than the criterion of "basic skills." (Author/GC)

ED223762 UD022611

Blum, Mark E.; Spangehl, Stephen D.

Developing Educational Programs for the High-Risk Secondary School and College Student. ERIC/CUE Urban Diversity Series, Number 80.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Jul 82
Contract No-400-77-0071
Note-65p.
Available from-ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Curriculum Development; Dropout Prevention; *Educational Needs; *High Risk Students; Literature Reviews; *Models; Postsecondary Education; *Program Development; School Community Relationship; Secondary Education; *Self Actualization

This essay examines characteristics of high risk students, institutional problems related to their presence in schools, and various solutions to these problems that have been implemented at the secondary, junior college, and collegiate levels. Areas discussed in which high risk students may differ from other students include cognitive ability, task motivation and task performance, cultural aspiration and its relationship to educational attainment, locus of control, and self-esteem. The responsibility of schools in directing their programs toward problematic students is considered. Major elements that must be addressed or accounted for in an academic curriculum for high risk students are identified. Among these are: (1) a wide range of cognitive skills, (2) reasoning ability, (3) communication skills, (4) nontraditional instructional methods, (5) competency-oriented disciplinary and interdisciplinary studies, (6) the revival of a "general education" curriculum, (7) self-actualization within the academic experience, (8) integration of the students' social environment into schooling, (9) transitional reentry programs, and (10) retraining programs for dropouts. Finally, a program model for the education of high risk students at the secondary and postsecondary levels is proposed. The model comprises curricular concerns and evaluation practices, school organization and administration, personnel and student concerns, and access to and articulation with the community and other learning institutions. An extensive list of references is provided. (GC)

ED223763 UD022612

A Study of Personal Background Characteristics of Secondary Public School Occupational Education Students in New York State. Final Report.

New York State Education Dept., Albany. Bureau of Occupational Education Research.

Pub Date 82

Note-97p.; Publication developed under provisions of the Vocational Education Act of 1963 (P.L. 88-210), and 1976 Amendments (P.L. 94-482). For related document see UD 022 613.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Academic Achievement; Demography; Disabilities; Disadvantaged Youth; Ethnic Groups; Grades (Scholastic); High Schools; *High School Students; Occupational Aspiration; Race; Rural Urban Differences; Sex; Socioeconomic Status; *Student Characteristics; Student Educational Objectives; *Vocational Education

Identifiers-*New York; New York City Board of Education

Data on high school students in occupational education classes in New York State during the late 1970s are presented from New York City and upstate school systems for four major areas: (1) demographic characteristics (sex, ethnic origin, disadvantaged status, handicap, age, grade level); (2) socioeconomic environment (family income, living arrangements, number of siblings); (3) performance measures (occupational education grades, academic education grades, standardized achievement test scores); and (4) plans after graduation. Results of the survey are published and discussed in the report, together with a description of the study's methodology and sampling procedures. New York City and the upstate area are considered separately. Recommendations are offered for (1) reducing sex stereotyping in occupational education; (2) examining achievement tests for cultural and sex bias and for appropriateness in testing students living in rural areas; and (3) more training in basic skills for occupational education students. (GC)

ED223764 UD022613

A Study of Personal Background Characteristics of Secondary Public School Occupational Education Students in New York State. Summary.

New York State Education Dept., Albany. Bureau of Occupational Education Research.

Pub Date 82

Note-20p.; Study conducted under provisions of the Vocational Education Act of 1963 (P.L. 88-210) and 1976 Amendments (P.L. 94-482). For related document see UD 022 612.

Available from-Buford Avenue, 386 McNeal Hall, St. Paul, MN 55108 ($16.50).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; Ethnic Groups; Grades (Scholastic); High Schools; *High School Students; Rural Urban Differences; Socioeconomic Status; *Student Characteristics; *Vocational Education

Identifiers-*New York; New York City Board of Education

This report briefly summarizes the results of research on the characteristics of occupational education students in New York City and New York State high schools. Study design, sample selection, and data collection methods are outlined. Findings are presented as a series of student profiles, with each profile showing the relationship of at least one dependent variable (e.g., grade level or test performance data) to an independent variable (e.g., sex or socioeconomic status of students). It was found that, in general, socioeconomic factors have little effect on occupational grades but have a statistically significant effect on academic grades and achievement test scores. More similarities than differences were found among and between groups of students on the variables examined, although some racial and sex differences in performance were noted. Finally, some ethnic and much sex stereotyping were found in both occupational education courses and in post-graduation plans of the students surveyed. (GC)

ED223765   UD022614

Conrad, Dan; Hedin, Diane

National Assessment of Experiential Education. A Final Report.

Minnesota Univ., Minneapolis. Center for Youth Development and Research.

Spons Agency-Rockefeller Family Fund, Inc., New York, N.Y.; Spencer Foundation, Chicago, Ill.

Pub Date Jan 81

Note-328p.

Available from-Center for Youth Development and Research, 1985 Buford Avenue, 386 McNeal Hall, St. Paul, MN 55108 ($16.50).

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-*Experiential Learning; Intellectual Development; *Outcomes of Education; *Predictor Variables; *Program Design; *Program Effectiveness; Program Evaluation; Secondary Education; Self Actualization; Social Development; Student Characteristics; *Student Development

This report summarizes the research and results of the Evaluation of Experiential Learning Project, undertaken to (1) assess the impact of experiential learning programs on the social, psychological, and intellectual development of secondary school students; and (2) use these data to identify those program variables most effective in facilitating such development. The project evaluated 30 experiential learning programs in independent, public, and parochial schools around the United States during 1978 and 1979. Program activities examined included volunteer service, political and social action, outdoor adventure, internships in government and business, and research in the community. The results of the study demonstrated that experiential programs had a positive impact on student participants. The opportunities to act autonomously and to develop collegial relationships with adults were the two features of each student's experience that were the most powerful predictors of personal growth. Regular seminars for program participants were found to be the most important positive program feature. Appended to this report are: (1) an extensive bibliography, (2) test instruments and questionnaires utilized in the evaluation, and (3) a lengthy review of the theoretical foundations and recent research on experiential education. (GC)

ED223766 UD022615

Gilliam, Jean N.

Assessment of the MCPS Teacher Competency Program in Light of Recent Research Literature on Effective Teaching Practices.

Montgomery County Public Schools, Rockville Md. Dept. of Educational Accountability.

Pub Date Oct 82

Note-42p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Classroom Research; Elementary Secondary Education; *Inservice Teacher Education; *Instructional Improvement; *Program Effectiveness; Program Evaluation; School Effectiveness; *Teacher Effectiveness; *Teacher Improvement

Identifiers-*Montgomery County Public Schools MD

In response to a request from the Department of Staff Development in Montgomery County, Maryland, an assessment was conducted of the county's Teacher Competency (TC) Program. The evaluation sought to determine the degree to which this inservice teacher training program addresses the factors identified in recent literature as promoting effective teaching:

(1) teacher expectations, (2) classroom management skills and engaged time/academic learning time, (3) direct instruction, and (4) teacher decision making. Every course in the TC Program was found to address at least one of these factors. Further, it appeared that the Program's courses provide teachers with realistic experiences for applying concepts identified in the literature as being important, such as "hands on" self-analysis, and practicum-type activities. A number of areas, however, were found to require improvement. Therefore, the following recommendations were offered: (1) teacher expectations of minority and linguistically different students should be more fully addressed in TC courses; (2) TC course reference lists should include more research studies on effective teaching practices; and (3) concepts relating to academic learning time should be incorporated into additional Program courses. (Author/GC)

Wilkie, Jane Riblett

The Decline in Occupational Segregation Between Black and White Women.

Pub Date 6 Sep 82
Note-23p.; Paper presented at the Annual Meetings of the American Sociological Association (San Francisco, CA, September 6, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affirmative Action; Agricultural Laborers; *Blacks; *Employed Women; *Employment Patterns; *Equal Opportunities (Jobs); Household Workers; Labor Market; Personnel Integration; *Racial Differences; Social Influences; *Whites

This paper examines the decline in occupational segregation between black and white women over the twentieth century and analyzes how shifts in the occupational structure of the economy and changes in the racial composition of occupational categories contributed to this change. Overall, findings show that the decrease in occupational segregation between black and white women is a result of (1) decreasing demand in highly segregated "black women's occupations," especially agricultural labor and household work; (2) increasing supply of better educated black female workers; and (3) increasing equality of opportunity, particularly in the decade from 1960 to 1970. Thus, both market forces and changes in employers' hiring practices have contributed to the convergence in occupations between black and white women. (Author/GC)

ED223768 UD022617

Sternlieb, George; Hughes, James W.
The Uncertain Future of the Central City.
Pub Date Sep 82
Note-26p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Economic Factors; Employment Opportunities; Financial Problems; Futures (of Society); *Inner City; Population Trends; *Poverty; Social Change; Tax Allocation; *Upper Class; *Urban Population; *Urban Problems

This paper describes the decline and polarization of American cities into two separate and coterminous systems: the city of the poor, characterized by the function of redistribution (i.e., public welfare benefits); and the city of the elite, a city of information processing, economic facilitation, and consumption. Demographic trends and social and economic factors that have shifted the nation's production base away from urban areas are described. Statistics on migration into and away from the central cities since 1965 are presented, as are income figures that demonstrate the declining buying power of urban residents. Social as well as economic differences between urban elites and the urban poor are discussed, and the implications of these disparities are considered in terms of human services, education, housing, and other areas of public policy. It is held that if cities are to survive, they must apply creative solutions in order to attract a broad economic base which includes middle class and affluent residents and increased employment opportunities. (GC)

ED223769 UD022618

Sanders, Jimy M.

Faculty Desegregation and Student Achievement. Revised.

Pub Date 82

Note-26p.; Earlier version of paper presented at the Annual Meetings of the American Sociological Association (San Francisco, CA, September, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement; *Black Students; *Desegregation Effects; Elementary Schools; Elementary Secondary Education; Faculty Mobility; Hispanic Americans; Racial Composition; *Teacher Integration; *Teacher Transfer; Teaching Experience; Urban Schools; White Students

Identifiers-*Houston Independent School District TX

The priority attached to inner-city student desegregation has often become diminished with the onset of mandatory faculty desegregation. Consequently, students tend to be substantially more segregated than teachers in urban schools. Faculties in predominantly minority schools typically have higher turnover and less experience than faculties in other schools. The effect of these circumstances on the academic achievement of elementary school students was examined in the Houston (Texas) Independent School District, the largest district in the nation initially affected by court-ordered desegregation. Achievement among black students was found to be negatively related to the extent to which their teachers were racially isolated.(Degree of racial isolation was measured by the proportion of same race students assigned to respective teachers.) In addition, achievement was lower for black students assigned teachers who had been transferred involuntarily for faculty desegregation purposes. Achievement of black, Hispanic, and white students was positively associated with teaching experience and negatively related to faculty turnover. These findings suggest that poorly planned desegregation policies can have undesirable consequences. (Author/GC)

Ability Grouping

Systems of Ability Grouping and the Stratification of Achievement in Elementary Schools.

ED 222 864

Absenteeism (Employee)

The Relationship between Organizational Commitment, Intention to Remain and Attitude towards Absenteeism.

ED 222 817

Abstracts

Resources in Education (RIE). Volume 18, Number 4.

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Development of a Scale for the Measurement of Self-Concept in Mathematics.

ED 223 702

Investigating School Effectiveness at the District Level: Reading and Language Mastery in Kentucky School Districts.

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Validation of Brain Event-Related Potentials as Indicators of Cognitive Styles, Abilities, and Aptitudes.

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Academic Achievement

Abilities of North American Orientals: A Study in Acculturation.

ED 223 747

Achievement and the Three R's: A Synopsis of National Assessment Findings in Reading, Writing and Mathematics.

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Articulation Research System: A New Direction in Curriculum Evaluation. User's Manual.

ED 223 278

Changing Teacher Behavior: From Symbolism to Reality.

ED 223 584//

The Correlation Between Ordinal Position - First Born - and Academic Achievement of Elementary School Children.

ED 223 324

Early Home Environment Prediction of School Performance.

ED 223 320

Early Schooling: Cognitive and Affective Outcomes.

ED 223 750//

An Evaluation of Causal Modeling Applied to Educational Productivity in Mathematics.

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Exploring National Assessment Data through Secondary Analysis.

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Faculty Desegregation and Student Achievement. Revised.

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Inhibitors to Achievement in Science and Mathematics by Ethnic Minorities.

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Instructional Management System. Developed for the Emergency School Aid Act of Duval County.

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On the Dynamics of Undergraduate Performance and Dropout. Research Bulletin 58.

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Parents Partners in Education   Los Padres Participantes en la Educacion.

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Persistence of Undergraduate Students at Arizona State University: A Research Report on the Class Entering in Fall, 1976.

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Predicting School Performance of Preschool Children from Parent Reports.

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The Relationship between First-Year Medical School Grades and Academic, Personality, and Attitude Measures: Wright State University School of Medicine, Class of 1984. Program Evaluation Studies, Report Number 5.

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Science Meta-Analysis Project: Volume I. Final Report.

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Science Meta-Analysis Project: Volume II. Final Report.

ED 223 476

Student/Instructor Attitude Similarity, Course Ratings and Student Achievement.

ED 223 144

Student Performance Assessment in the Great City Schools.

ED 223 652

A Study of Personal Background Characteristics of Secondary Public School Occupational Education Students in New York State. Final Report.

ED 223 763

A Study of Personal Background Characteristics of Secondary Public School Occupational Education Students in New York State. Summary.

ED 223 764

A Study of the Performance and Satisfaction of Current Students and Graduates from HSO Programs in Vocational-Technical Schools. Final Report.

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Synthesizing Research Results on Teacher Evaluation Using Meta-Analytic Procedures.

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Teacher Expectations of Black Elementary Students in Integrated Classrooms.

ED 223 356

Treating Cognitively Impulsive Children Using Academic Materials and

Peer Models.
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Counselling Needs of University of Queensland External Students, 1980.
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Student Interaction with Campus Help-Givers: Mapping the Network's Efficacy.
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Academic Aptitude

Validation of Brain Event-Related Potentials as Indicators of Cognitive Styles, Abilities, and Aptitudes.
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Academic Aspiration

Intentions of Grade 12 Students, 1981.
ED 222 824

Intentions of Grade 12 Students, 1982.
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Deans as Change Agents: Testing Assumptions of the Dean's Grant Program.
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Politics, Power, and Personality: The Roles of Deans in Dean's Grant Projects.
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Using Structure, Action, and Power to Make Teacher Preparation Responsive to Public Law 94-142.
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The Contributions of Industrial Arts to Selected Areas of Education. 31st Yearbook, 1982.
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Guiding the Educational Program.
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Academic Failure

On the Dynamics of Undergraduate Performance and Dropout. Research Bulletin 58.
ED 223 122

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Delivering Off-Campus Library Services in Northern California.
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On Campus Benefits from an Innovative Extended Campus Library Services Program.
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Follow-Up Study of Students Enrolled in Developmental Communications, Fall 1981.

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Persistence of Undergraduate Students at Arizona State University: A Research Report on the Class Entering in Fall, 1976.

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Assessment of Intercoder Reliability on the Classification of Secondary School Courses.

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Instructional Management System. Developed for the Emergency School Aid Act of Duval County.

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Academically Gifted

Factors in the Choice of Higher Educational Institutions by Academically Gifted Seniors.

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School-College Cooperation for Teaching Gifted Students.

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Acceleration (Education)

8th Grade Algebra After Six Years. A Study Report.

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Access to Education

Canadian Medical Education Statistics Statistiques Relatives a l'Enseignement Medical au Canada. 1981/82. Volume 4.

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Changing the Pattern of Higher Education Systems: An Account of Access and Structural Policies in the Sixties and Seventies.

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Education of the Isolated: Geographic and Cultural Aspects. Selected Papers from the Annual Conference of the Australian College of Education (22nd, Alice Springs and Darwin, Australia, May 14-20, 1981).

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The Politics of Federal Higher Education Policymaking: 1945-1980. Report from the Project on Politics and Inequality in American Higher Education.

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Trends in Racial, Sexual, and Class Inequality in Access to American Higher Education: 1940-1980. Report from the Project on Politics and Inequality in American Higher Education.

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Opening Ears to the Performing Arts: A Guide to Serving the Hearing Impaired.
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Motion and Collisions. A Supplement to the Science 100, 101'' Curriculum Guide. Curriculum Support Series.
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Safe Playing Program: Final Report on Process Field Test.
ED 223 351

Accountability

Approaching Competency-Based Speech Education: Standards for Appraising and Building Programs.
ED 222 934

The Australian Literature on School Administration: Power, Participation, and School Management. A Select Bibliography. Journal of Educational Administration Occasional Paper No. 1.
ED 222 970

SSR, Accountability and Effective Reading Instruction. Technical Paper Number R82001.
ED 222 863

Values and Higher Education Policy. Comparative Higher Education Research Group Working Paper #2.
ED 223 150

What Boards Should Know about Standardized Testing.
ED 223 655

Accreditation (Institutions)

Comprehensive Planning.
ED 223 295

The Impact of Nursing and Allied Health Professional Organizations and Accrediting Agencies on Community College Curricula. Proceedings of the Annual Conference of the National Council of Instructional Administrators (St. Louis, Missouri, April 4-7, 1982).
ED 223 274

The Preparation of Education Professionals for Educating Exceptional Students: A Resource for Responding to the NCATE Special Education Standards.
ED 223 555

Accrediting Agencies

The Impact of Nursing and Allied Health Professional Organizations and Accrediting Agencies on Community College Curricula. Proceedings of the Annual Conference of the National Council of Instructional Administrators (St. Louis, Missouri, April 4-7, 1982).
ED 223 274

Acculturation

Anglos Are Weird People For Me. Interviews with Chicanos and Puerto Ricans. Materialien 12.
ED 223 372

The Chaldean Americans: Changing Conceptions of Ethnic Identity. First

Edition.

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Soviet Resettlement in Michigan 1974-1980: Suggestions for Caseworkers.

ED 222 829

Achievement Gains

The Bilingual Program in Auxiliary Services for High Schools. E.S.E.A. Title VII Final Evaluation Report, 1980-1981.

ED 223 757

Louis D. Brandeis High School Bilingual Program. E.S.E.A. Title VII Final Evaluation Report, 1980-1981.

ED 223 758

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